

# ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

## Test Administration Manual

### Arkansas Augmented Benchmark Examinations

**APRIL 2009**

**GRADES**

**5 and 7**

#### Important Dates

<b>April 13–17, 2009</b>	Augmented Benchmark Examinations administration dates
<b>April 20–22, 2009</b>	Augmented Benchmark Examinations make-up administration dates

#### SECURITY WARNING

All test items used in the Arkansas Comprehensive Testing, Assessment, and Accountability Program are **CONFIDENTIAL** and must be kept secure at all times. **NO PART** of this test may be reviewed, duplicated, or reproduced by **ANY** means. All test booklets and used answer documents must be returned as directed.

Unauthorized use, review, duplication, or reproduction of **ANY** or **ALL** portions of the test booklets and answer documents is prohibited.

**Arkansas Department of Education**



Name: \_\_\_\_\_

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# General Information

## Introduction

The **Arkansas Comprehensive Testing, Assessment, and Accountability Program** (ACTAAP) is comprised of criterion-referenced tests (CRT), including the Augmented Benchmark Examinations, and a norm-referenced test (NRT). The Augmented Benchmark Examinations include multiple-choice and open-response questions in mathematics, reading, and writing at grades 3–8, a writing component that directly assesses student writing at grades 3–8, and multiple-choice and open-response questions in science at grades 5 and 7. The *Arkansas Mathematics, Science, and English Language Arts Curriculum Frameworks* are the basis for development of the Augmented Benchmark Examinations. The Arkansas Department of Education (ADE) has contracted with Pearson for the development, production, distribution, and collection of Augmented Benchmark Examinations materials.

Results of the Augmented Benchmark Examinations will be provided for all students, schools, and districts to be used as the basis for instructional change.

## Test Administration Manual for Grades 5 and 7

This manual contains instructions for Test Administrators for the Augmented Benchmark Examinations at grades 5 and 7. It includes information on the testing schedule and the students to be tested, and provides procedures to be followed before, during, and immediately following test administration. A script that Test Administrators must use for the testing sessions is also included.

Read through this entire manual completely. The Test Administration Script provided in this manual must be used for each of the Benchmark testing sessions. If you have any questions concerning the Augmented Benchmark Examinations, the testing procedures, or the instructions in this manual, contact your School Test Coordinator.

## Test Administrator Responsibilities

As Test Administrator, you are responsible for

- attending local test administration training, including discussion of test schedule and procedures, how to appropriately provide accommodations, and to obtain answers to any questions you may have.
- reviewing this entire manual prior to administration with special attention given to the Test Security Guidelines provided in Appendix A and to the Test Administration Script for each testing session.
- meeting with your School Test Coordinator to discuss the testing schedule and procedures, and to get answers to any questions you may have.
- maintaining the security of all test materials and signing the appropriate test security forms—see the description of the security forms on page 8.
- ensuring a standardized testing environment in which no coaching, prompting, or pronunciation of words occurs.

- testing the group of students assigned to you according to instructions given in this manual.
- conducting make-up testing for students absent from original test sessions, if assigned to do so.
- coding information as appropriate in the “Teacher Use Only” box on the back cover of each answer document once testing is completed, if assigned to do so. Make sure you obtain all of the information that will be required.
- returning test materials as indicated by the directions in this manual.

To ensure that you have completed all of the steps in preparing for a successful test administration, a “Checklist for Test Administrators” is provided on pages 26–27. The checklist covers only the major steps in the testing process and should **not** be used as a substitute for reading all of the instructions in this manual.

## Test Security Procedures

All test booklets are secure and contain sequential, unique document security ID numbers. All test booklets, used and unused, must be accounted for and returned to Pearson after testing. In addition, these secure test materials may not be reviewed or duplicated by any means. Due to security reasons, the ADE recommends that shrink-wrapped packages of test booklets be opened on the first day of testing only. In unusual circumstances, shrink-wrapped test booklets may be opened no more than 24 hours in advance of the first day of testing for organizational purposes only. No one may look inside test booklets for any reason. No test booklets should be distributed to Test Administrators until the first day of testing. Violation of security procedures could result in the revocation of your teaching/administrative license (see Appendix A, Test Security Guidelines). Unused answer documents (no Pre-ID label affixed or demographic information gridded) can be retained or destroyed unless otherwise directed by your District Test Coordinator.

Your School Test Coordinator will have the following test security forms requiring your signature:

### ***Affidavit 3—Test Administrator Security Form***

By signing this form, you are certifying that you followed appropriate security procedures and that you understand that a breach of security could result in the revocation of your teaching/administrative license.

### ***School Security Test Booklet Security Form***

This form must be initialed when the test booklets are received by the Test Administrator and again when they are returned to the School Test Coordinator on each day of testing.

All test materials (used and unused) issued to you prior to testing must be returned to your School Test Coordinator.

The Augmented Benchmark Examinations may NOT be downloaded into any assistive device.

## Advance Announcements

An announcement of testing dates and a reminder before the first day of testing is necessary. Testing dates should be made known to parents and students in advance so that students come to school well rested and equipped with two No. 2 pencils on the days of the test. There should also be an advance announcement to students that they should bring calculators, if calculators are not provided by the school. A brochure explaining the Augmented Benchmark Examinations is included with the Non-Secure Material Shipment. It is recommended that the brochure be distributed to parents two weeks prior to testing.

School districts should have students' ten-digit state reporting ID numbers available on the first day of testing. The use of a ten-digit state reporting ID or Social Security number is required for the student demographic information. See page 21 of this manual for information about the use of ten-digit state reporting ID numbers for student identification purposes.

## Calculator Use and Restrictions

There are five sessions in the Augmented Benchmark Examinations in which mathematics will be tested. During four of the sessions, calculator use is permitted. During "Session M4—Mathematics," calculators may **NOT** be used. **Students may not share calculators during testing sessions and may have only ONE calculator during testing.**

**Calculators that may NOT be used on any calculator sections of the examinations include the following:**

- Pocket organizers
- Hand-held or laptop computers
- Electronic writing pads or pen-input devices
- Calculators built into cellular phones or other wireless communication devices
- Calculators with QWERTY (typewriter-like) pads
- Calculators with paper tape
- Calculators that talk or make unusual noises
- Calculators that require an electrical outlet
- Calculators with built-in capability to simplify algebraic expressions, multiply polynomials, or factor polynomials (often designated Computer Algebra Systems)
- Calculators that can communicate wirelessly with other calculators

**Some examples of specific calculator models prohibited include the following:**

- Casio CFX-9970G
- Casio ALGEBRA FX 2.0
- Hewlett-Packard HP-40G and HP-49G
- Texas Instruments TI-89
- Texas Instruments TI-92
- TI-Nspire (may ONLY be used if the TI-84 faceplate is installed)

Students may use any four-function, scientific, or graphing calculator, as long as it does not have any of the features on the above list.

If students are permitted to use their own calculators, it is the responsibility of the Test Administrator to certify that these calculators meet the above requirements. **Failure on the part of the Test Administrator to verify that each calculator meets the above requirements will constitute a breach of security.**

**It is the responsibility of the Test Administrator to clear the memory of each calculator, including ALL programs not part of the default setup as provided by the manufacturer, at the beginning and end of each testing day. Failure to do so constitutes a breach of security.** See the Test Security section for more information about test security procedures.

Make sure that students using calculators have practiced using them and are familiar with the use of the calculator in testing situations with items similar to those they will see on the examinations (i.e., open-response items). It is also important that students understand that while they are allowed to use calculators, **it is still essential that they show all of their work when responding to the open-response items.**

If one student has the opportunity to use a calculator, then all students in the class should have equal access to a calculator. However, there should be no perceived disadvantage to your students whether they are encouraged to use calculators or not allowed to use them. The test items were designed to minimize the amount of computational effort the students would need on the test. Those who teach mathematics in your school should decide whether or not calculators should be used.

No electronic devices with photographic capability shall be accessible at any time during the test administration [Arkansas Code 6-18-502(b)]. Other electronic equipment that allows for communication among students shall not be accessible at any time during test administration (e.g., cell phone, iPod®, MP3 player).

## Mathematics Reference Sheets

A Mathematics Reference Sheet is provided for all grades. Students may refer to this sheet as needed for the Augmented Benchmark Examinations. Photocopying the Mathematics Reference Sheet compromises the integrity of the test and is a breach of security. This Mathematics Reference Sheet will be collected and returned to the School Test Coordinator after the testing on Wednesday.

For grade 7 another reference sheet is provided on page 102 of the grade 7 test booklet, at the beginning of “Session M16—Mathematics,” for the testing on Friday. Under no circumstances should this sheet be detached from the test booklet.

# Test Administration Scheduling Information

## Important Dates

The Augmented Benchmark Examinations consist of 18 full sessions with testing scheduled to begin on Monday, April 13. Testing shall be conducted April 13–17. No part of the test may be given early. **Early testing constitutes a breach in testing security.** See information regarding make-up testing on page 10.

## Augmented Benchmark Examinations Testing Session Schedule

It is recommended that the test be administered in the morning. The test administration should not be scheduled after an athletic event, assembly, or class outing. All test schedules should be checked with the appropriate school officials to be sure that the administration of the test is not interrupted. The Augmented Benchmark Examinations are timed tests (see table below). Each session must be administered in the times specified in the table below. Allow time at the beginning of each session to present directions and other information to the students. For each session, refer to the amount of time shown in the table below.

Day	Session	Subject and Number of Items	Testing Minutes
<b>Monday</b> April 13, 2009	—	Student Demographic Information	15
	<b>S1</b>	Science—13 multiple-choice items & 2 open-response items	50
	<b>S2</b>	Science—13 multiple-choice items & 2 open-response items	50
	<b>S3</b>	Science—13 multiple-choice items & 2 open-response items	50
<b>Tuesday</b> April 14, 2009	<b>M4</b>	Mathematics—10 multiple-choice items (non-calculator)	15
	<b>M5</b>	Mathematics—3 open-response items (calculator)	45
	<b>W6</b>	Writing—Writing Prompt #1	45
<b>Wednesday</b> April 15, 2009	<b>M7</b>	Mathematics—20 multiple-choice items (calculator)	30
	<b>M8</b>	Mathematics—3 open-response items (calculator)	45
	<b>W9</b>	Writing—Writing Prompt #2	45
<b>Thursday</b> April 16, 2009	<b>R10</b>	Reading—8 multiple-choice items & 1 open-response item	30
	<b>R11</b>	Reading—8 multiple-choice items & 1 open-response item	30
	<b>R12</b>	Reading—8 multiple-choice items & 1 open-response item	30
	<b>R13</b>	Reading—8 multiple-choice items & 1 open-response item	30
	<b>W14</b>	Writing—8 multiple-choice items	15
<b>Friday</b> April 17, 2009	<b>S15</b>	Science—30 multiple-choice items	45
	<b>M16</b>	Mathematics—30 multiple-choice items (calculator)	45
	<b>W17</b>	Writing—30 multiple-choice items	30
	<b>R18</b>	Reading—30 multiple-choice items	60

Note: Fifteen-minute breaks are suggested after S1, S2, M5, M8, R11, R13, S15 (if needed), M16, and W17 (if needed). Lunch and other breaks can be added to the schedule between sessions if needed. Testing sessions must be completed at the conclusion of the school day.

## Breaks Between Sessions

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It is recommended that students be allowed a 15-minute break after the following sessions: S1 (Monday), S2 (Monday), M5 (Tuesday), M8 (Wednesday), R11 (Thursday), R13 (Thursday), if needed after S15 (Friday), M16 (Friday), and if needed after W17 (Friday). Lunch and other breaks can be added to the schedule between sessions. Testing sessions must be completed at the conclusion of the school day. See your School Test Coordinator if you have questions about the break schedule.

## Make-Up Testing Sessions

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**Make-up testing** sessions for the Augmented Benchmark Examinations may be scheduled for any day after the initial administration. However, all make-up testing **must be completed no later than Wednesday, April 22, 2009**. Every attempt should be made to administer make-up tests to students who were absent during original test sessions of the Augmented Benchmark Examinations on Monday, April 13 through Friday, April 17.

Consult your School Test Coordinator if you have any questions about make-up procedures.

## **Students to be Tested**

The Augmented Benchmark Examinations should be administered to all students who can be tested under standardized conditions, with or without accommodations.

The following guidelines apply to exceptional students.

### **Disabled Students (P.L. 94-142)**

Students identified as disabled pursuant to P.L. 94-142 and under Section 504 of the Rehabilitation Act of 1973, as amended, should participate in the Augmented Benchmark Examinations if their Individualized Educational Plans (IEPs) indicate that testing is appropriate, with or without accommodations. Students in School Age Programs (DDS) are to be tested. This requirement began with the 2002–03 school year. Additionally, students in Day Treatment Programs are to be assessed (see Director’s Memo IA-04-110, created 05/13/2004).

A student’s Exceptional Student Identification (ESI) code is included on the student pre-identification (Pre-ID) label and does not need to be coded in the “For Teacher Use Only” box on the answer document if a label is used and the information is correct. If a student’s ESI code is incorrect on the Pre-ID label, please make corrections in APSCN/TRIAND by April 10, 2009. If a student label is not used for a disabled student, the Test Administrator must code the “For Teacher Use Only” box. Specific directions for coding the “For Teacher Use Only” box are provided in this manual. Students identified as disabled will receive an Individual Student Report and will be included in the Special Education Summary Report, as well as in the Combined Population Report. Do not code the accommodations section for 504 students. However, these students may still receive accommodations specified in the students’ 504 Plans and used regularly in the classroom.

If a student’s IEP indicates that it is inappropriate for a student to take the Augmented Benchmark Examinations, that student should participate in the Alternate Portfolio Assessment System.

### **Limited English Proficient (LEP) Students**

Limited English Proficient (LEP) students taking the Augmented Benchmark Examinations should be tested, with or without accommodations.

Identification of a student as LEP is included in the student Pre-ID label and does not need to be coded in the “For Teacher Use Only” box if a label is used and the information is correct. If a student’s LEP code is incorrect on the Pre-ID label, please make corrections in APSCN/TRIAND by April 10, 2009. If a student label is not used for an LEP student, the Test Administrator must fill in the circle labeled “Limited English Proficient” in the “For Teacher Use Only” box. Specific directions for coding the “For Teacher Use Only” box are provided in this manual. Students identified as LEP will receive an Individual Student Report and will be included in the Limited English Proficient Summary Report, as well as in the Combined Population Report.

The Language Placement and Assessment Committee (LPAC) determines the appropriate accommodations for LEP students on an individual basis. Accommodations are listed in the approved accommodations list on page 35 and must be used regularly in the classroom.

## **First-Year Limited English Proficient (LEP) Students**

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LEP students enrolled in their first year in a school in the U.S. who are scheduled to participate in the Augmented Benchmark Examinations must take the Mathematics and Science portions but are not required to be tested in Literacy (Reading and Writing). If the Language Placement and Assessment Committee (LPAC) believes it is appropriate, a first-year LEP student may also take the Literacy portions of the Augmented Benchmark Examinations.

To identify first-year LEP students, the Test Administrator must code each student's answer document by filling in the circle labeled "LEP student less than one year in the U.S." in the "For Teacher Use Only" box. This information is not included in the student Pre-ID label. Specific directions for coding the "For Teacher Use Only" box are provided in this manual. First-year LEP students whose answer documents have been properly coded will not be included in the AYP calculations for 2009. Once the answer documents are returned for scoring, students cannot be reassigned. If the circle for "LEP student less than one year in the U.S." is not filled in, that student will be included in the AYP calculations.

## **Monitored Former Limited English Proficient (LEP) Students**

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Any student who is year one or two as a Monitored Former LEP (MFLEP) student should be tested.

Monitored Former LEP (MFLEP) students include:

1. Students who have transitioned out of a language instruction educational program funded by Title III into classrooms that are not tailored for LEP students;
2. Students who are no longer receiving LEP services and who are being monitored for academic content achievement for 2 years after the transition; and
3. Students who were identified as LEP at some time in the prior two years but who no longer meet the State's definition of LEP.

(For more information, see 2008 CSPA Section 1.6.3.6, Title III Served Monitored Former LEP Students; Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students, Non-Regulatory Guidance, MAY 2007, Office of the Elementary and Secondary Education, U.S. Department of Education: <http://www.ed.gov/policy/elsec/guid/lepguidance.doc>)

## **Transfer Students**

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Any student who is enrolled in school on or before the first day of testing should be tested. Students transferring from another Arkansas school district should complete all testing as scheduled. The District Test Coordinator is responsible for ensuring that the transfer student continues and completes testing using the same test booklet form, for arranging for the secure transfer of the original answer document, for ensuring that only one complete answer document is sent in for scoring, and for ensuring that the demographic page is properly coded. All procedures for the transfer of secure materials and, if required, the transcription of student responses should be followed. Call the ADE with any questions about testing transfer students.

## **Migrant Students**

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To identify migrant students, the Test Administrator must code each student's answer document by filling in the circle labeled "Migrant Student" in the "For Teacher Use Only" box. This information is not included in the student Pre-ID label. Specific directions for coding the "For Teacher Use Only" box are provided in this manual.

Students should be identified as migrant if they meet the following guidelines:

Children of migratory agricultural workers or migratory fishers, including children who are workers themselves and the spouses of such workers, who have been identified by the Migrant Education Program (MEP) as migrant children.

For questions related to migrant student information, the District Test Coordinator should contact Stan Young or Penny Farrar at 501-324-9660.

## **Highly Mobile Students**

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Any student enrolled in the school or moving between schools in the district after October 1, 2008, should be identified as highly mobile.

A student's highly mobile status is included on the student Pre-ID label and does not need to be coded on the answer document if a label is used and the information is correct. If a student Pre-ID label is not used for a highly mobile student or if the information is not correct, the Test Administrator must code the student's answer document by filling in the circle labeled "Highly Mobile" in the "For Teacher Use Only" box. Specific directions for coding the "For Teacher Use Only" box are provided in this manual.

For ALE, see the Accountability Workbook, 10.01, located on the ADE website.

## **Foreign Exchange Students**

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Foreign exchange students enrolled in grades 3–8 must take the Augmented Benchmark Examinations. A foreign exchange student may be coded "LEP student less than one year in the U.S." in the "For Teacher Use Only" box. In this case, the student will receive a student report and will count toward the 95% tested for AYP purposes, but the student's scores will not be included in school, district, or state summary reports. If the circle labeled "LEP student less than one year in the U.S." is not coded, the student's scores will be included in all summary reports.

## **Alternative Learning Environment Students**

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Alternative Learning Environment (ALE) students shall participate in the Augmented Benchmark Examinations. The testing location may be decided by the district. Test Administrators must be currently licensed by the ADE as a teacher or administrator and be trained. Test materials must be kept secure at all times.

# Student Test Materials

## Requirements for Student Test Materials

During each testing session, students must use the same test booklet and answer document given to them at the beginning of testing. There should be at least one Test Administrator appointed for each group of approximately 25 students. In the answer documents, students will mark/write their responses. The test booklet and answer document for each student must be kept together throughout **ALL** sessions. Therefore, it is strongly advised that students be tested in the same group each day.

**Materials During Testing**—Students cannot have any materials (e.g., books, magazines, newspapers, homework, etc.) except testing materials during the testing sessions. If students finish a session early, they may review only the current session test answers and then sit quietly.

**Scratch Paper**—**Scratch paper may not be used.** Students may write in their test booklets (the use of scratch paper is a breach of security), so students may use blank spaces in the test booklets to do scratch work. **Any work recorded in the test booklet will NOT be scored.**

**Highlighters**—**NO** highlighters may be used on the **test booklets** or **answer documents**.

**Electronic Devices**—No electronic devices with photographic capability shall be accessible at any time during the test administration [Arkansas Code 6-18-502(b)]. Other electronic equipment that allows for communication among students shall not be accessible at any time during test administration (e.g. cell phone, iPod®, MP3 player).

## Student Pre-Identification (Pre-ID) Labels

Pre-ID labels are included in the first shipment, due in districts on March 23, 2009. Student Pre-ID labels will contain district and school information, the student's name, state reporting ID, birth date, gender, ethnic background, ESI code, LEP status, Free and/or Reduced Lunch status, and Highly Mobile status (see sample on page 89). Labels are provided for use on the answer documents so that student information will not need to be entered and gridded for those students for whom labels have been provided. If a student does not have a label, the demographic information must be entered and gridded. The labels will be provided to each school by grade in alphabetical order by student last name and will need to be separated and sorted by testing classroom/group. If a label is torn or damaged during the separation process, **DO NOT USE** it. Instead, enter and grid all information on the answer document for that student.

Prior to applying the student labels to answer documents, school districts are required to check the information for accuracy. If the student name, ten-digit state reporting ID number, and date of birth are correct, the label **MUST** be used. Any inaccurate information included on the label **MUST** be corrected in APSCN/TRIAND by the end of the day Friday, April 10, 2009. This corrected student information will determine the reporting categories for AYP and state accountability purposes. No changes in student data can be made after shipment to Pearson. If the student name, date of birth, and **ten-digit state reporting ID** are correct on the Pre-ID label, it **MUST be used** even if any of the other information is **incorrect**.

If the student ID number, name, or date of birth is **incorrect**, do not use the label; instead grid the document. **Student information entered and gridded in Boxes 2–6 as well as the ESI Codes, Free and/or Reduced Lunch, Limited English Proficient (LEP), and Highly Mobile sections of the “For Teacher Use Only” box of the demographic page will NOT be picked up by the scanner if a student label is affixed.** All of the information must be entered and gridded for students for whom labels were not provided.

It is extremely important that labels be affixed correctly so that the scanning equipment can properly read the barcode. There is only one location for the label to be affixed properly. Placement of the label anywhere else on the back cover of the answer document will prevent the scanner from reading the label. In this event, the answer document must be handled manually. Whether or not a label is used, information requested in Box 1 (Student/School/Teacher Information) **MUST** be entered (either by the student prior to the start of testing on Tuesday or by the Test Administrator prior to distributing answer documents to students).

After all testing is done, the “For Teacher Use Only” box (Box 8) must be completed. If a student label has been used, it is not necessary to code the circles for ESI Codes, Free and/or Reduced Lunch, Highly Mobile, and Limited English Proficient (LEP) in the “For Teacher Use Only” box. This information is already contained in the label and will override information coded in the “For Teacher Use Only” box. Only those sections of the “For Teacher Use Only” box that have an asterisk (Special Education Accommodations, Migrant Student, Gifted and Talented, LEP Student less than one year in the U.S., Monitored Former LEP (MFLEP), and LEP Accommodations) need to be completed as appropriate if a student label is used.

## Multiple Test Booklet Forms

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When handing out test booklets to students, you will notice that each booklet has a letter (A–J) on the left side under the word “FORM.” Students are asked to identify their specific test booklet form by filling in the appropriate circle on the back cover of the answer document during the Student Demographic Information session on Tuesday. Each test booklet form contains a number of different trial test questions, or “field test items.” Students will not be scored on these field test items, but the data collected from their responses will be used to determine which field test items will become part of the regular test during the next administration. By matching each answer document to a specific test booklet form, test-scoring personnel are able to match student responses to the appropriate series of field test items. If a student’s test booklet is damaged or lost, it must be replaced with the same form. Refer to Appendix A for more information about test security.

## Large-Print Test Booklets

These forms are enlarged versions of the regular state tests. Students may mark their answers on the large-print form itself or respond orally to a test administrator. Their answers must be transcribed onto a regular answer document after testing is completed; otherwise, students will not receive test results.

Students may be given up to twice the normal testing time when using a large-print form. This means that students could be given 30 minutes instead of 15 for M4, 90 minutes instead of 45 for M5, 90 minutes instead of 45 for W6, etc. Please refer to page 9 of this manual for original testing time limits and multiply by 2 for modified large-print testing times. Testing sessions must be completed at the conclusion of the school day.

Additional allowable accommodations from the state approved list, enumerated in the student's IEP or 504 Plan and used regularly in the classroom, are acceptable.

## Braille Test Booklets

The Braille versions are as faithful to the printed test booklets as possible. Test instructions, primarily the time limits, will need to be adjusted appropriately.

Students may mark their answers on the Braille form itself, respond orally to a test administrator, or use other response formats appropriate to their needs. Their answers must be transcribed onto a regular answer document after testing is completed; otherwise, students will not receive test results.

Students may be given up to 2 1/2 times the normal testing time when using a Braille form. This means that students could be given 37.5 minutes instead of 15 for M4, 112.5 minutes instead of 45 for M5, 112.5 minutes instead of 45 for W6, etc. Please refer to page 9 of this manual for original time limits and multiply by 2 1/2 for the new modified Braille testing times. Testing sessions must be completed at the conclusion of the school day.

Additional allowable accommodations from the state approved list, enumerated in the student's IEP or 504 Plan and used regularly in the classroom, are acceptable.

## Overview of Augmented Benchmark Examinations Testing Sessions and Layout of Materials

The following table provides an overview of the grades 5 and 7 Augmented Benchmark Examinations testing sessions and page numbers for each in the test booklet and answer document.

Day	Session	Test Booklets	Answer Documents
<b>Monday</b>	Student Demographic Information	None	Back Cover
	<b>S1</b> —Science	Begins on Page 3	Pages 2–4
	<b>S2</b> —Science	Begins on Page 10	Pages 5–7
	<b>S3</b> —Science	Begins on Page 18	Pages 8–10
<b>Tuesday</b>	<b>M4</b> —Mathematics (non-calculator)	Begins on Page 26	Page 11
	<b>M5</b> —Mathematics (calculator)	Begins on Page 34	Pages 12–14
	<b>W6</b> —Writing	Begins on Page 38	Pages 16–18
<b>Wednesday</b>	<b>M7</b> —Mathematics (calculator)	Begins on Page 40	Page 19
	<b>M8</b> —Mathematics (calculator)	Begins on Page 54	Pages 20–22
	<b>W9</b> —Writing	Begins on Page 58	Pages 24–26
<b>Thursday</b>	<b>R10</b> —Reading	Begins on Page 60	Page 27
	<b>R11</b> —Reading	Begins on Page 66	Page 28
	<b>R12</b> —Reading	Begins on Page 74	Page 29
	<b>R13</b> —Reading	Begins on Page 80	Page 30
	<b>W14</b> —Writing	Begins on Page 86	Page 31
<b>Friday</b>	<b>S15</b> —Science	Begins on Page 90	Page 32
	<b>M16</b> —Mathematics (calculator)	Begins on Page 103	Page 32
	<b>W17</b> —Writing	Begins on Page 115	Page 33
	<b>R18</b> —Reading	Begins on Page 131	Page 33

### Test Booklet Layout

The test booklet is divided into a total of 18 sessions. Pertinent directions are printed at the beginning of each session. Review those directions with students before they respond to the test questions for that session. Students are allowed to work until they come to the “STOP” sign at the end of the session or until they have worked for the maximum amount of time allowed for that session, whichever occurs first.

The test booklets are secure documents. Test security guidelines dictate that test booklets are not to be examined before the test administration. Each test booklet contains a sequential, unique document security ID number. This ID number is for document security only and does not correspond with numbers printed on the answer documents. Each student must receive one test booklet and one answer document to be used for all testing sessions. The overview on the following pages provides information on how the test booklet is organized.

## MONDAY

- **Session S1—Science** begins on page 3. This section includes 13 multiple-choice questions and 2 open-response questions.
- **Session S2—Science** begins on page 10. This section includes 13 multiple-choice questions and 2 open-response questions.
- **Session S3—Science** begins on page 18. This section includes 13 multiple-choice questions and 2 open-response questions.

## TUESDAY

- **Session M4—Mathematics (non-calculator)** begins on page 26. This section includes 10 multiple-choice questions. Students are **NOT** allowed to use calculators during this session.
- **Session M5—Mathematics** begins on page 34 and includes 3 open-response questions. Students are allowed to use calculators during this session. For the open-response questions, students must show all of the diagrams, computations, equations, etc., that they use to find the answers. They must also explain how they calculated answers to the questions if they used a calculator or did the work in their heads.
- **Session W6—Writing** Prompt #1 begins on page 38. The writing prompt appears in a box at the top of the page. This page also provides a Writer's Checklist to help students plan and organize their sample and do their best work.

## WEDNESDAY

- **Session M7—Mathematics (calculator)** begins on page 40. This section includes 20 multiple-choice questions. Students are allowed to use calculators during this session.
- **Session M8—Mathematics (calculator)** begins on page 54 and includes 3 open-response questions. Students must show or explain all their work for the open-response questions. Students are allowed to use calculators during this session.
- **Session W9—Writing** Prompt #2 begins on page 58. The writing prompt appears in a box at the top of the page. This page also provides a Writer's Checklist to help students plan and organize their sample and do their best work.

## THURSDAY

- **Session R10—Reading** begins on page 60. Students will read a selection and answer 8 multiple-choice questions and 1 open-response question.
- **Session R11—Reading** begins on page 66. Students will read a selection and answer 8 multiple-choice questions and 1 open-response question.
- **Session R12—Reading** begins on page 74. Students will read a selection and answer 8 multiple-choice questions and 1 open-response question.
- **Session R13—Reading** begins on page 80. Students will read a selection and answer 8 multiple-choice questions and 1 open-response question.
- **Session W14—Writing** begins on page 86 and includes 8 multiple-choice questions.

## FRIDAY

- **Session S15—Science** begins on page 90. Students will answer 30 multiple-choice questions.
- **Session M16—Mathematics (calculator)** begins on page 103. This section includes 30 multiple-choice questions. **(Grade 7 ONLY: If needed, the students may use the Stanford Mathematics Reference Sheet on page 102 for this session.)** Students are allowed to use calculators during this session.
- **Session W17—Writing** begins on page 115 and includes 30 multiple-choice questions.
- **Session R18—Reading** begins on page 131. Students will read several selections and answer 30 multiple-choice questions.

## Answer Document Layout

The answer documents are designed to be machine-scannable and, as such, must be handled carefully. To ensure they can be properly scored, answer documents must not be folded, paper-clipped, stapled, rubber-banded, taped, or torn. Students are provided with boxed areas in which to respond to the open-response items. Students **MUST** confine their responses to the space provided. Writing outside of the boxed areas can interfere with the scanner's ability to process the document. Additionally, student responses will be converted to an electronic format for scoring. Writing outside of the boxed areas will not be seen by scorers, which may adversely affect a student's score. Extraneous materials (rulers, protractors, manipulatives, extra sheets of paper,\* etc.) left inside answer documents cannot be processed and will cause the scanner to stop. Marking directions for the multiple-choice answers are given on the top right corner of the demographic page.

## MONDAY

- **Page 1** is the front cover.
- **The back cover** is the demographic page, which contains space for the Pre-ID label and grids for documenting student demographic information.
- **Pages 2–4** contain space for students to mark their answers to multiple-choice questions 1–13 and open-response questions 14–15 for Session S1—Science.
- **Pages 5–7** contain space for students to mark their answers to multiple-choice questions 16–28 and open-response questions 29–30 for Session S2—Science.
- **Pages 8–10** contain space for students to mark their answers to multiple-choice questions 31–43 and open-response questions 44–45 for Session S3—Science.

## TUESDAY

- **Page 11** contains space for students to mark their answers to multiple-choice questions 1–10 for Session M4—Mathematics.
- **Pages 12–14** contain space for students to mark their answers to open-response questions 11–13 for Session M5—Mathematics.
- **Page 15** is a blank page. **DO NOT USE.**
- **Page 16** contains space for students to pre-write ideas for the first writing prompt for Session W6—Writing.
- **Pages 17–18** contain space for students to write their final response to the writing prompt for Session W6—Writing Prompt #1.

### **WEDNESDAY**

- **Page 19** contains space for students to mark their answers to multiple-choice questions 14–33 for Session M7—Mathematics.
- **Pages 20–22** contain space for students to mark their answers to open-response questions 34–36 for Session M8—Mathematics.
- **Page 23** is a blank page. DO NOT USE.
- **Page 24** contains space for students to pre-write ideas for the second writing prompt for Session W9—Writing.
- **Pages 25–26** contain space for students to write their final response to the writing prompt for Session W9—Writing Prompt #2.

### **THURSDAY**

- **Page 27** contains space for students to mark their answers to multiple-choice questions 1–8 and open-response question 9 for Session R10—Reading.
- **Page 28** contains space for students to mark their answers to multiple-choice questions 10–17 and open-response question 18 for Session R11—Reading.
- **Page 29** contains space for students to mark their answers to multiple-choice questions 19–26 and open-response question 27 for Session R12—Reading.
- **Page 30** contains space for students to mark their answers to multiple-choice questions 28–35 and open-response question 36 for Session R13—Reading.
- **Page 31** contains space for students to mark their answers to multiple-choice questions 3–10 for Session W14—Writing.

### **FRIDAY**

- **Page 32** contains space for students to mark the sample and their answers to multiple-choice questions 46–75 for Session S15—Science.
- **Page 32** contains space for students to mark the samples and their answers to multiple-choice questions 37–66 for Session M16—Mathematics.
- **Page 33** contains space for students to mark the samples and their answers to multiple-choice questions 11–40 for Session W17—Writing.
- **Page 33** contains space for students to mark the samples and their answers to multiple-choice questions 37–66 for Session R18—Reading.
- **Page 34** is a blank page. DO NOT USE.

**\*NOTE: The use of scratch paper is a breach of security.**

## Procedures Prior to Test Administration

The person responsible for administering the Augmented Benchmark Examinations must be an Arkansas teacher or administrator who is currently licensed by the ADE and has been trained in proper test administration procedures. All ADE Test Security Guidelines must be followed when administering the Augmented Benchmark Examinations.

### Testing Environment

The test should be administered in an area with comfortable seats, good lighting and ventilation, and freedom from noise and interruptions. Smooth hard writing surfaces and adequate workspace are also important. The physical conditions should be conducive to concentration. Students should be seated in such a way that they will not be tempted to look at each other's test materials. Students cannot have any materials (e.g., books, magazines, newspapers, homework, etc.) except testing materials during testing sessions.

### Ten-Digit State Reporting ID/Social Security Number

A ten-digit state reporting ID or Social Security number is required for the ACTAAP. Student identification numbers are included on student Pre-ID labels but must be verified for accuracy. If a student does not currently have a state reporting ID, the student is to use his or her Social Security number with a zero in front of the Social Security number. State reporting ID numbers/Social Security numbers will be suppressed on the home copy of the student report. Districts should be advised to have student state reporting ID/Social Security numbers available on the first day of testing. The Arkansas Department of Education will provide districts with a range of federally assigned identification numbers to use if parents object to providing their student's Social Security numbers or none is available (see Director's Memo ACC-01-028, created September 25, 2000). Please contact **Donna Wolfe** at the ADE at **501-682-4252** for additional information.

### Materials Needed for Test Administration

On the day of testing, assemble the following materials supplied to you by your School Test Coordinator. Be certain you have a sufficient supply for all students participating in the test.

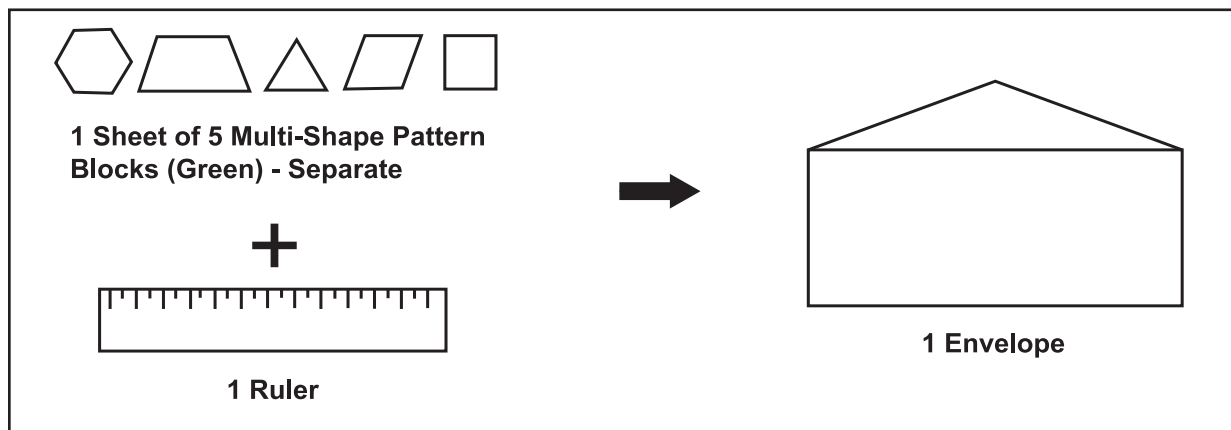
- **Test Administration Manual (this manual):** Each Test Administrator should have one copy.
- **Sharpened No. 2 Pencils:** If it is not your normal procedure to furnish pencils, students should be told to bring two sharpened No. 2 pencils on each day of the test. You should have extra No. 2 pencils on hand.
- **Calculators:** During Mathematics Sessions M5, M7, M8, and M16, calculators may be used. During Session M1, however, calculators may NOT be used. Ask students to bring calculators on April 14, 15, and 17 if needed. See pages 7–8 of this manual for information regarding calculator use and restrictions. The school must provide calculators for students who do not have them and wish to use them during testing.
- **Timer:** Be sure to have a reliable watch or clock with a back-up available in case the primary clock malfunctions.

- **Door Sign:** Make a sign that states, “TESTING—PLEASE DO NOT DISTURB” to hang on the door.
- **Test Booklets:** The test booklets are delivered in shrink-wrapped packages because they are secure materials. Different forms of the test booklets are arranged in a special order in the class packs you have been given. **Do NOT alter the order of the forms when you distribute them.**
- **Answer Documents:** The answer documents are shrink-wrapped for packaging convenience only. Student labels may be applied or the information requested in Boxes 1–6 on the back cover of the answer documents may be filled out prior to testing. The information requested in the “For Teacher Use Only” box must be completed after all testing is completed. Instructions are provided on pages 30–35 of this manual.
- **Student Pre-ID Labels:** Student labels are to be placed on the answer documents in the space provided. Labels may be placed on answer documents prior to testing.
- **Mathematics Manipulatives:** Specific mathematics questions will require the use of a metric/standard ruler at all grades, a protractor at grades 7 and 8, and multi-shape pattern blocks (green, perforated, geometric shapes) at grades 3–6. **The rulers are labeled to indicate the grades for which they are intended.** Prior to the start of testing, the pattern blocks for grades 3–6 must be separated and placed into the envelopes, along with the rulers.
- **Mathematics Reference Sheets:** Mathematics Reference Sheets are delivered in shrink-wrapped packages of 10. There should be one Mathematics Reference Sheet for each student tested. **(Grade 7 ONLY: If needed, the students may use the Stanford Mathematics Reference Sheet on page 102 of their test booklets for Session M16—Mathematics.)**

## Pre-Assembly of Manipulatives

Students taking the Augmented Benchmark Examinations may be required to use a ruler to answer some mathematics items. Rulers will be provided in packages of 5 (8 per page) and must be separated on the perforated lines. The rulers are labeled to indicate the grades for which they are intended. They should be provided to all students being tested. All seventh- and eighth-grade students taking the Augmented Benchmark Examinations will also need a protractor. Protractors will be provided in packages of 10 and should be given to all seventh- and eighth-graders being tested.

The Augmented Benchmark Examinations test forms for grades 3–6 may contain mathematics items requiring the use of green multi-shape pattern blocks. Since it will not be possible to identify students who will need the pattern blocks, all students in grades 3–6 should receive the pattern blocks and envelopes. These manipulatives will be provided in packages containing 10 sheets of green multi-shape pattern blocks and 10 envelopes. It is recommended that these materials be pre-assembled and students given a chance to practice with them prior to testing. As soon as the Augmented Benchmark Examinations materials have been received, inventoried, and distributed, the School Test Coordinator and Test Administrators may work jointly to pre-assemble these materials.



## Final Preparations for Test Administration

Prior to **each** test administration session, you should follow the steps below:

- Review the appropriate Test Administration Script before beginning each testing session.
- Arrange testing materials for each session so that you will be able to distribute them to students efficiently.
- Make sure you have extra sharpened No. 2 pencils and calculators for students who do not have them and wish to use them during testing.
- Remove or cover all visual aids in the room that might provide clues or answers.
- Post a “TESTING—PLEASE DO NOT DISTURB” sign on the classroom door.
- Write the name of your district and school, and your name on the chalkboard (e.g., DISTRICT: Fayetteville; SCHOOL: Fayetteville Elementary/Middle School; TEACHER: Ms./Mrs./Mr. Doe).

# Procedures During Test Administration

## Testing Session Information

This section details the procedures to be followed for each Augmented Benchmark Examination test session. Tests are to be administered in the order listed on page 9. This is also the order in which the Test Administration Script is presented in this manual.

## Session Time Limits

The Augmented Benchmark Examinations are timed tests. Each session must be administered in the times specified so that accurate assessment information may be collected. If students finish the test early, they may review their work only for that same session; they cannot work on a previous session or on a session not yet administered.

Extended testing time is an allowable accommodation for Special Education, 504, and LEP students, if stated in their IEP, 504 Plan, or LPAC Plan, respectively, and used on a regular basis in the classroom.

## Monitoring Students During Testing Sessions

With the exception of approved accommodations, you may not aid any student in reading, answering, or understanding any of the test questions. (You may, however, clarify the demographic information.) Therefore, be sure that students clearly understand all of the directions before you begin testing. Also, test security guidelines and student confidentiality dictate that student responses to test questions may not be read or reviewed at any time.

During each session, circulate around the room to see that students are using the correct session of the test booklet and answer document. This process will be referred to in the procedures as ***Circulate and Check***. **The session identifier, which is the first letter of the subject followed by the number of the session (e.g., M5), is printed in large type on the answer document to make it easier to see whether a student is answering on the correct page.**

## Interruption of Testing Sessions

Circumstances over which you have no control (e.g., power failures, fire drills, severe weather conditions, etc.) may disturb the students. If an interruption occurs during a testing session, ask students to close their test booklets and answer documents. Collect the student test materials and place them in the secure location designated by your School Test Coordinator. If an interruption occurs, notify the District Test Coordinator, who must call the Arkansas Department of Education at 501-682-4558 for instructions prior to resuming testing. Interruptions should not reduce the total amount of time students are given to complete the test questions. If an interruption occurs, the Test Administrator should note the time remaining in the testing session.

## Damaged or Soiled Documents

If a test booklet or answer document is soiled or damaged during testing, call the Arkansas Department of Education at 501-682-4558.

## Distribution of Materials

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Each student **must** use the same test booklet and answer document distributed on the first day of testing for each of the subsequent testing sessions. On the first day of testing, students should write their name on the front cover of their test booklets. See page 14, “Requirements for Student Test Materials,” for additional information.

## Gridding the Demographic Page

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If a student does not have a Pre-ID label or the student’s name, ID number, or date of birth is incorrect on the Pre-ID label, the student information must be gridded in Boxes 1–6 on the demographic page. If necessary this can be done prior to the beginning of testing, following the testing session, or when all testing is complete.

# Checklist for Test Administrators

## Before Testing

- \_\_\_\_\_ Attend local test administration training, including discussion of test schedule and procedures, how to appropriately provide accommodations, and to obtain answers to any questions you may have.
- \_\_\_\_\_ Read all directions in this manual.
- \_\_\_\_\_ Inform students whether they need to bring sharpened No. 2 pencils and calculators. Obtain extra sharpened No. 2 pencils and calculators for students who do not supply their own but wish to use them during testing.
- \_\_\_\_\_ Districts should be advised to have student state reporting ID/Social Security numbers available on the first day of testing.
- \_\_\_\_\_ Receive testing materials, including student labels, from the School Test Coordinator and sign the School Security Checklist.
- \_\_\_\_\_ Separate the multi-shape pattern blocks and put them in the envelope, along with a ruler, if appropriate. See the instructions on page 23 of this manual.
- \_\_\_\_\_ Obtain information needed to complete the “For Teacher Use Only” box, if assigned to do so.

## Final Preparations for Testing

- \_\_\_\_\_ Remove or cover all visual aids in the room that might provide clues or answers.
- \_\_\_\_\_ Post a “TESTING—PLEASE DO NOT DISTURB” sign on the classroom door.
- \_\_\_\_\_ Write the name of the district, school, and teacher on the board.
- \_\_\_\_\_ Be sure that students have comfortable and adequate workspace.

## During Testing

- \_\_\_\_\_ Notify the School Test Coordinator IMMEDIATELY if any test booklets are missing.
- \_\_\_\_\_ Follow the directions for administering the Student Demographic Information session.
- \_\_\_\_\_ Monitor students’ handling of answer documents and test booklets to keep them in good condition.
- \_\_\_\_\_ Tell students the time allowed and remaining in each session.
- \_\_\_\_\_ Administer make-up session(s) for students who may require accommodations, if assigned to do so.
- \_\_\_\_\_ Contact ADE IMMEDIATELY if a test booklet or answer document is soiled or damaged.

## Following Testing

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- \_\_\_\_\_ Verify that each student has filled in the district, school, and teacher name spaces on the back cover of the answer document and that all information that was entered and gridded (for students without labels) is correct.
- \_\_\_\_\_ Verify that each student has completed the name space on the front cover of the test booklet.
- \_\_\_\_\_ Complete the “For Teacher Use Only” box by coding information for students for whom labels were not used and the information not included in the label for students for whom a label is used (see pages 30–35 of this manual for more information). Also, be sure to complete the Special Education Accommodations section for students with Individual Education Plans (IEPs) or the LEP Accommodations section for limited English proficient students with an LPAC Plan having approved testing accommodations.
- \_\_\_\_\_ Notify the School Test Coordinator of any student who did not take any sections of the test.
- \_\_\_\_\_ Following completion of all testing, check student test booklets for any answer documents to ensure all scorable materials are properly accounted for and returned.
- \_\_\_\_\_ Prepare test materials according to the instructions on pages 78–80 and return them to the School Test Coordinator.
- \_\_\_\_\_ Complete *Affidavit 3—Test Administrator Security Form* as required.

## Specific Directions for Administering

All directions and test questions that you are to read to students are printed in boldface text so they stand out from the non-dictated text. Read them exactly as they are written, using a natural tone and manner. If necessary, you may supplement the directions with your own explanations, but do not give help on specific test questions. Proceed from question to question deliberately and steadily. Pause about 10 seconds between questions (or whatever seems most comfortable to students).

If you make a mistake in reading a direction or question, stop and say, “No, that is wrong. Listen again.” Then read the direction or question through again.


Try to maintain a natural classroom atmosphere during the test administration. Encourage students to do their best. Check periodically to make sure that students are recording their answers properly and are following instructions.

Machine-scorable answer documents may be processed with almost 100% accuracy if they are marked properly and kept in good physical condition. Remind students to handle their answer documents with care; to record their answers with heavy, dark marks; to avoid making extra marks in the answer documents; and **not** to fold their answer documents.

## STUDENT DEMOGRAPHIC INFORMATION

### Directions for Coding Answer Documents

Below is a sample of the student pre-identification label.

<b>LASTNAME, FIRSTNAME M</b>			
SR ID:1234567890	Grade:1	DOB:07/01/2001	
ESI: LEP:0	F/R:1	HM:N	Gender:F ETH:0
SCHOOL NAME			
DISTRICT NAME		LEA NUMBER:12345678	
 123456789-3			

1. If you are using a student Pre-ID label, please check the information for accuracy. If the student number, name, and date of birth are correct, the Pre-ID label can be used and you do not need to grid the demographic page **except Box 1** and the areas that have an **ASTERISK (\*)**. Box 1 and all areas that have an asterisk **MUST** be gridded.
2. DO NOT use a Pre-ID label if the student number, name, or date of birth is incorrect. The entire demographic page of the answer document must be completely entered and gridded.
3. Box 1—Student/School/Teacher Information: Must be filled out entirely. Do not leave any areas blank.
4. Box 2—Last Name, First Name, MI: Print the student's last name, first name, and middle initial. Print one letter in each of the small white boxes. Then fill in the circle that corresponds to the letter that you have printed at the top of each column.
5. Box 3—Student ID Number: A ten-digit state reporting ID number or Social Security number is required for the ACTAAP. Student identification numbers are included on student labels but must be verified for accuracy. In the event that a student registers immediately before testing and there is no time to receive a ten-digit ID from the state, the child's Social Security number may be used. When entering/gridding the student's Social Security number, place a "0" (zero) as the first number before the nine-digit Social Security number, which will make this a ten-digit ID number. The Arkansas Department of Education will provide districts with a range of federally-assigned identification numbers to use if parents object to providing their student's Social Security number or none is available. (See Director's Memo ACC-01-028, created September 25, 2000.)
6. Box 4—Date of Birth: Fill in the appropriate circle for the month. Write in the day as a two-digit number (e.g., 05) and then fill in the corresponding circles. Write in the last two digits of the year and then fill in the corresponding circles.
7. Box 5—Race/Ethnicity: Fill in the circles for as many as apply.
8. Box 6—Gender: Fill in the appropriate circle for Male or Female.
9. Box 7—Test Booklet Form: Fill in the appropriate circle for the test booklet form the student is using.

10. Box 8—For Teacher Use Only: Information coded in the “For Teacher Use Only” box is used to place students in the appropriate reporting categories and to provide information for the state accountability system. Therefore, it is critical that the information requested be completed correctly as applicable to each student. Students will not be reported correctly if the appropriate information is not coded on their answer documents. **Coding for students cannot be changed after answer documents are sent to the testing company.** See “Completing the ‘For Teacher Use Only’ Box” for instructions for completing all of the sections in the “For Teacher Use Only” box, as appropriate for each student.
11. Box 9—Reason Not Tested: The “Reason Not Tested” box is used to code information for students who were absent from all testing sessions, including make-up administrations. This box is located on the back of the demographic page, which is on the back cover of the answer document. If a label was provided for a student, it must be checked, applied to the appropriate answer document, and returned to Pearson. If a student was scheduled to take the test, or if you received a label for a student but he/she did not take ANY portion of the test, you must complete the REASON NOT TESTED box on the back of the demographic page. Fill in the circle for the reason the student did not take any portion of the test (mark ONLY one). If the reason the student did not test is not listed, contact Dr. Gayle Potter’s office at the ADE at 501-682-4558 for further instructions.

If any student refused to take ALL portions of the test, fill in the SRT (Student Refused to Test) circle in the REASON NOT TESTED box on the back of the student demographic page. The District Test Coordinator must notify Dr. Potter’s office of all students refusing to take all portions of the test.

## Completing the “For Teacher Use Only” Box

Verify that students did not mark any circle(s) in the “For Teacher Use Only” box. There are ten sections within the “For Teacher Use Only” box: ESI Codes, Special Education Accommodations, Free and/or Reduced Lunch, Migrant Student, Gifted and Talented, Highly Mobile, Limited English Proficient (LEP), LEP Student less than one year in the U.S., Monitored Former LEP (MFLEP), and LEP Accommodations.

After all testing is finished, the “For Teacher Use Only” box must be completed. If a student Pre-ID label has been used, it is not necessary to code the circles for ESI Codes, Free and/or Reduced Lunch, Highly Mobile, and Limited English Proficient (LEP) in the “For Teacher Use Only” box. This information is already contained in the label and will override information coded in the “For Teacher Use Only” box. Only those sections of the “For Teacher Use Only” box that have an asterisk (Special Education Accommodations, Migrant Student, Gifted and Talented, LEP Student less than one year in the U.S., Monitored Former LEP (MFLEP), and LEP Accommodations) need to be completed, as appropriate, if a student label is used.

<b>8 FOR TEACHER USE ONLY</b>		<b>LEP ONLY</b>
<b>SPECIAL EDUCATION</b>		<input type="radio"/> Free and/or Reduced Lunch
ESI CODES		<input type="radio"/> * Migrant Student
<input type="radio"/> AU	<input type="radio"/> MD	<input type="radio"/> * Gifted and Talented
<input type="radio"/> DB	<input type="radio"/> OI	<input type="radio"/> * Monitored Former LEP
<input type="radio"/> HI	<input type="radio"/> OHI	<input type="radio"/> YEAR 1
<input type="radio"/> MR	<input type="radio"/> SED	<input type="radio"/> YEAR 2
<input type="radio"/> SLD	<input type="radio"/> SLI	<input type="radio"/> * LEP ACCOMMODATIONS
<input type="radio"/> TBI	<input type="radio"/> VI	<input type="radio"/> LEP - ET
* SPECIAL EDUCATION ACCOMMODATIONS		<input type="radio"/> LEP - WTWD
<input type="radio"/> TRAN	<input type="radio"/> MD	<input type="radio"/> LEP - IS
<input type="radio"/> REC	<input type="radio"/> NB	<input type="radio"/> LEP - PREF
<input type="radio"/> SIGN	<input type="radio"/> IS	<input type="radio"/> LEP - SMGT
<input type="radio"/> PREF	<input type="radio"/> ET	<input type="radio"/> LEP - INT
<input type="radio"/> SMGT	<input type="radio"/> LPT	<input type="radio"/> LEP - RMT/RWT/RST
<input type="radio"/> INT	<input type="radio"/> BT	<input type="radio"/> LEP - NB
<input type="radio"/> RMT/RWT/RST	<input type="radio"/> AB	
Highly Mobile		
<input type="radio"/> Student enrolled in school after October 1, 2008		
<input type="radio"/> <b>FOR ADE USE ONLY</b>		

## ESI Codes

A student's ESI code does not need to be coded if a student label is used and the information is correct. If a student's ESI code is incorrect on the Pre-ID label, please make corrections in APSCN/TRIAND by April 10, 2009. If a student label is not used, complete the ESI Codes section of the "For Teacher Use Only" box, as appropriate.

If a student participated in the testing and is part of a specific educational program, fill in the appropriate circle in the section labeled "ESI Codes" (Exceptional Student Identification). Choose the correct category for each exceptional student according to the list below. Fill in **only one** circle for numbers 1–12. If more than one condition exists, fill in the circle for the **primary** condition. Note that number 5 is MD for students with multiple disabilities.

- |   |    |                                       |    |     |                               |
|---|----|---------------------------------------|----|-----|-------------------------------|
| 1 | AU | autism                                | 7  | OHI | other health impairment       |
| 2 | DB | deaf-blindness                        | 8  | SED | serious emotional disturbance |
| 3 | HI | hearing impairment                    | 9  | SLD | specific learning disability  |
| 4 | MR | mental retardation (both TMR and EMR) | 10 | SLI | speech or language impairment |
| 5 | MD | multiple disabilities                 | 11 | TBI | traumatic brain injury        |
| 6 | OI | orthopedic impairment                 | 12 | VI  | visual impairment             |

## \*Special Education Accommodations

An asterisk (\*) by this section on the demographic page indicates that the section **must** be coded whether or not a student label is used. Complete the Special Education Accommodations section of the “For Teacher Use Only” box, as appropriate, regardless of whether a student label is used. Fill in **only one** circle. If more than one accommodation was allowed, fill in the circle for the **primary** accommodation.

- |           |                    |  |
|-----------|--------------------|--|
| <b>1</b>  | <b>TRAN</b>        | <b>a teacher transfers answers from the student’s test booklet to an answer document**</b><br>This means that the student must write all answers in the test booklet. This must be done in an individual setting. The student may <b>not</b> have extra paper. The teacher is to copy the student’s answers into an answer document. |
| <b>2</b>  | <b>REC</b>         | <b>a teacher records the student’s verbal responses**</b><br>This means that the teacher writes the student’s verbal responses into his/her answer document. This must be done in an individual setting.   |
| <b>3</b>  | <b>SIGN</b>        | <b>directions signed for a student with a hearing impairment</b>   |
| <b>4</b>  | <b>PREF</b>        | <b>preferential seating (study carrel)</b>   |
| <b>5</b>  | <b>SMGT</b>        | <b>small group testing</b>   |
| <b>6</b>  | <b>INT</b>         | <b>individual testing</b>  |
| <b>7</b>  | <b>RMT/RWT/RST</b> | <b>reading of the math/writing/science test**</b>  |
| <b>8</b>  | <b>MD</b>          | <b>magnifying devices</b>  |
| <b>9</b>  | <b>NB</b>          | <b>noise buffer</b>  |
| <b>10</b> | <b>IS</b>          | <b>individualized scheduling</b>   |
| <b>11</b> | <b>ET</b>          | <b>extended time</b><br><b>Important:</b> <i>All testing scheduled for a given day must be completed by the conclusion of that school day.</i>   |
| <b>12</b> | <b>LPT</b>         | <b>Large Print test booklet</b>  |
| <b>13</b> | <b>BT</b>          | <b>Braille test booklet</b>  |
| <b>14</b> | <b>AB</b>          | <b>Abacus</b>  |

\*\* The Test Administrator will complete the Affidavit Waiver Form.

**Do not code** the Special Education Accommodations section for 504 students. However, they may still receive accommodations that are in the student’s 504 plan and used regularly in the classroom.

**Note:** Extended time means that the whole day may be used for the portion of the test that is scheduled for that day. When extended time is allowed, students who are at different points in the test schedule must be isolated from students on the regular testing, during breaks, and during lunch.

## **Free and/or Reduced Lunch Students**

A student's eligibility for free and/or reduced lunch does not need to be coded on the demographic page if a student label is used and the information is correct. If a student's Free and/or Reduced Lunch status is incorrect on the Pre-ID label, please make corrections in APSCN/TRIAND by April 10, 2009.

For students without labels, only the person authorized in the agreement signed by the school with Child Nutrition can code the section for students eligible for free and/or reduced lunch. This information must be filled out after testing is completed. This section cannot be marked by the Test Administrator. (Refer to Director's Memo #IA-99-011; contact person is Barbara Smith at 501-324-9502.)

## **\*Migrant Students**

An asterisk (\*) by this section on the demographic page indicates that the section **must** be coded whether or not a student label is used. Complete the Migrant Student section of the "For Teacher Use Only" box, as appropriate, regardless of whether a student label is used.

In the section labeled "Migrant Student," fill in the circle for any student meeting the following guidelines:

Children of migratory agricultural workers or migratory fishers, including children who are workers themselves and the spouses of such workers, who have been identified by the Migrant Education Program (MEP) as migrant children.

For questions related to migrant student information, please have the District Test Coordinator contact Stan Young or Penny Farrar at 501-324-9660.

## **\*Gifted and Talented Students**

An asterisk (\*) by this section on the demographic page indicates that the section **must** be coded whether or not a student label is used. Complete the Gifted and Talented section of the "For Teacher Use Only" box, as appropriate, regardless of whether a student label is used.

## **Highly Mobile Students**

A student's status as highly mobile does not need to be coded on the demographic page if a student label is used and the information is correct. If a student label is not used or if the information is incorrect, complete the Highly Mobile section of the "For Teacher Use Only" box, as appropriate.

Fill in the circle labeled "Highly Mobile" for any student enrolled in the school after October 1, 2008, or moving between schools in the district.

For ALE, see the Accountability Workbook, 10.01, located on the ADE website.

## **For ADE Use Only**

Fill in this circle ONLY if instructed to do so by ADE.

## Limited English Proficient (LEP) Students

A student's status as limited English proficient does not need to be coded on the demographic page if a student label is used and the information is correct. If a student's LEP code is incorrect on the Pre-ID label, please make corrections in APSCN/TRIAND by April 10, 2009. If a student label is not being used and the student is designated as limited English proficient, fill in the circle labeled "Limited English Proficient (LEP)." If an LEP student is also participating in a special education program, fill in the appropriate circle (1–12) in the ESI Codes section and the LEP circle.

### **\*LEP Student less than one year in the U.S.**

An asterisk (\*) by this section on the demographic page indicates that the section **must** be coded whether or not a student label is used. If a student is limited English proficient and has been in a school in the U.S. less than one year, fill in the circle regardless of whether a student label is used.

### **\*Monitored Former Limited English Proficient (LEP) Students**

An asterisk (\*) by this section on the demographic page indicates that the section **must** be coded whether or not a student label is used. Complete the MFLEP section of the "For Teacher Use Only" box, as appropriate, regardless of whether a student label is used. Fill in only one circle.

Monitored Former LEP (MFLEP) students include:

1. Students who have transitioned out of a language instruction educational program funded by Title III into classrooms that are not tailored for LEP students;
2. Students who are no longer receiving LEP services and who are being monitored for academic content achievement for 2 years after the transition; and
3. Students who were identified as LEP at some time in the prior two years but who no longer meet the State's definition of LEP.

MFLEP1 = Student is in his/her first year of being monitored as a Monitored Former LEP (MFLEP)

MFLEP2 = Student is in his/her second year of being monitored as a Monitored Former LEP (MFLEP) student

(For more information, see 2008 CSPR Section 1.6.3.6, Title III Served Monitored Former LEP Students; Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP), Non-Regulatory Guidance, MAY 2007, Office of Elementary and Secondary Education, U.S. Department of Education: <http://www.ed.gov/policy/elsec/guid/lepguidance.doc>)

## \*LEP Accommodations

An asterisk (\*) by this section on the demographic page indicates that the section **must** be coded whether or not a student label is used. Complete the LEP Accommodations section of the “For Teacher Use Only” box, as appropriate, regardless of whether a student label is used. Fill in only one circle. If more than one accommodation is allowed, fill in the circle for the primary accommodation.

**Important:** Special education accommodations take precedence over LEP accommodations for students who are both limited English proficient and participate in special education programs. If a student with disabilities is also limited English proficient, mark **only** the Special Education Accommodations section. The only circumstance in which both the Special Education Accommodations section and LEP Accommodations section may be marked is if the student received the LEP accommodation of using a word-to-word dictionary.

- |          |                        |   |
|----------|------------------------|---|
| <b>1</b> | <b>LEP-ET</b>          | <b>extended time</b><br><b>Important:</b> <i>All testing scheduled for a given day must be completed by the conclusion of that school day.</i>  |
| <b>2</b> | <b>LEP-WTWD</b>        | <b>word-to-word dictionary</b><br>Limited English proficient students may use an English/ Native Language Word-to-Word dictionary that contains no definitions or pictures, if it is part of a student’s LPAC Plan. |
| <b>3</b> | <b>LEP-IS</b>          | <b>individualized scheduling</b>  |
| <b>4</b> | <b>LEP-PREF</b>        | <b>preferential seating (study carrel)</b>  |
| <b>5</b> | <b>LEP-SMGT</b>        | <b>small group testing</b>  |
| <b>6</b> | <b>LEP-INT</b>         | <b>individual testing</b>   |
| <b>7</b> | <b>LEP-RMT/RWT/RST</b> | <b>reading of the math/writing/science test in English**</b>  |
| <b>8</b> | <b>LEP-NB</b>          | <b>noise buffer</b>   |

\*\* The Test Administrator will complete the Affidavit Waiver Form.

**Note:** Extended time means that the whole school day may be used for the portion of the test that is scheduled for that day. When extended time is allowed, students who are at different points in the test schedule must be isolated from students on the regular schedule for testing, during breaks, and during lunch.

## STUDENT DEMOGRAPHIC INFORMATION

### TEST ADMINISTRATION SCRIPT

**SAY** During the next few days, you will be taking a test in science, mathematics, reading, and writing. All fifth- and seventh-grade students in the state of Arkansas are taking this test. Some of the questions are easier and some are harder, but you are expected to answer every question and do your best. If you do not have a sharpened No. 2 pencil, please raise your hand.

Supply sharpened No. 2 pencils to students who need them.

**SAY** Please sit quietly as I hand out the test booklets and answer documents. Do not open the materials until I tell you to do so.

Hand out a test booklet and answer document (demographic page facing up) to each student, making sure each student gets his/her answer document.

**SAY** Look at the front cover of your test booklet. (Pause.) Print your name on the space provided at the top. (Pause while students print their names.) Now, on your answer document, look at the back cover and find Box 7, labeled “Test Booklet Form,” at the bottom of the page. Now look on the cover of your test booklet and find the letter on the left side under the word “Form.” (Pause.) In the box for the “Test Booklet Form” on your answer document, carefully fill in the circle that matches the letter on your test booklet.

Check to make sure students are correctly marking their test booklet form. Print teacher name, school, and district on the board.

**SAY** Now set your test booklet aside. On the back cover of your answer document, check your student pre-identification label. Make sure your name is correct. Find Box 1, the Student/School/Teacher Information, and print your name, first and last; teacher name; school; and school district. If you need the proper spelling, you can refer to the board where I have written this information. There are also spaces for your gender, race or ethnicity, date of birth, and test form. Please print this information in the proper spaces. (Pause.)

Answer any questions as needed. While students are filling in the information, walk around the room to see that they are following directions. When all students have finished,

**SAY** Now find the box labeled “Marking Directions” on the top right side of your answer document. (Pause.) Read the directions to yourself while I read them out loud. “Use only soft black pencil (No. 2). Do NOT use ink pen or felt-tip marker. Make heavy, dark marks that completely fill the circle. Completely erase any marks you wish to change. Make NO stray marks on this document.”

Now look at the two rows of sample marks below the directions that show the right way and wrong way to fill in the circles. Make sure you do not make marks that look like those in the row labeled “WRONG.” Fill in the circles completely, like the sample in the row labeled “RIGHT.”

Proceed with the directions for administering the first session.

**Monday, April 13**

Make sure that all desks are cleared and that each student has two soft-lead (No. 2) pencils and an eraser.

**SAY You are going to take some tests that will show how much you have learned. Do not open your booklets until I tell you what to do.**

When all students are ready,

**Note:** Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet.

**SAY You are now going to take the first part of the science test. You will have 50 minutes to complete Session 1—Science. You should do the best work you can, and your answers should reflect that effort.**

**Turn to page 2 of your answer document. It should say “Science—S1” at the top. (Pause.) This session consists of thirteen multiple-choice and two open-response questions. Read each question carefully, and think about the answer. A good answer is one that is scientifically correct and complete. Your answers should be explained clearly and thoroughly. Your answers will be scored for correct information, not for writing skills, but you should write neatly and clearly.**

**If the question has more than one part, answer each part and be sure to label your answers the way you are told to do so. If you don’t know all of the answers, write what you do know. You can receive partial credit for what you do answer.**

**For these questions, you must write your answers in the space provided in your answer document. Keep your writing inside of the box provided for the question you are answering.**

**Now turn to page 3 in your test booklet to “Session 1—Science.” (Pause.)**

**The directions telling where to put your answers in your answer document are located at the start of the session and before each open-response question in your test booklet. If you are not sure you are answering on the correct page, please raise your hand so that I can help you. Do you have any questions about where you are to do your work or mark your answers? (Pause.)**

Answer any questions students have about the test and response locations.

## **Session S1–Science** *(continued)*

**SAY** When you are done, review your work or close your test booklet and answer document. There is a stop sign at the end of this session. Do not turn to any other page or session in your test booklet. If you finish the test early, please sit quietly so that you won't disturb those who are still working.

**You will have exactly 50 minutes. You may begin.**

Make a note of the time when students begin the test. Circulate and check.

If necessary, students may take breaks on an individual basis but not as a group. NO talking is allowed.

Notify students (by posting on a board or making a brief announcement) when they have 15, 10, and 5 minutes remaining. When the 50 minutes have ended,

**SAY** This is the end of this testing session. Close your test booklet and answer document.

You may give the students a break if you think it is necessary.

**Monday, April 13**

Make sure that all desks are cleared and that each student has two soft-lead (No. 2) pencils and an eraser.

**SAY Do not open your booklets until I tell you what to do.**

When all students are ready,

**Note:** *Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet.*

**SAY You are going to take the next part of the science test. You will have 50 minutes to complete Session 2—Science. You should do the best work you can, and your answers should reflect that effort.**

**Turn to page 5 of your answer document. It should say “Science—S2” at the top (Pause.) This session consists of thirteen multiple-choice and two open-response questions. Read each question carefully, and think about the answer. A good answer is one that is scientifically correct and complete. Your answers should be explained clearly and thoroughly. Your answers will be scored for correct information, not for writing skills, but you should write neatly and clearly.**

**If the question has more than one part, answer each part and be sure to label your answers the way you are told to do so. If you don’t know all of the answers, write what you do know. You can receive partial credit for what you do answer.**

**For these questions, you must write your answers in the space provided in your answer document. Keep your writing inside of the box provided for the question you are answering.**

**Now turn to page 10 in your test booklet to “Session 2—Science.” (Pause.)**

**The directions telling where to put your answers in your answer document are located at the start of the session and before each open-response question in your test booklet. If you are not sure you are answering on the correct page, please raise your hand so that I can help you. Do you have any questions about where you are to write your answers? (Pause.)**

Answer any questions students have about the test and response locations.

**SAY When you are done, review your work or close your test booklet and answer document. There is a stop sign at the end of this session. Do not turn to any other page or session in your test booklet. If you finish the test early, please sit quietly so that you won’t disturb those who are still working.**

**You will have exactly 50 minutes. You may begin.**

## **Session S2–Science** *(continued)*

Make a note of the time when students begin the test. Circulate and check.

If necessary, students may take breaks on an individual basis but not as a group. NO talking is allowed.

Notify students (by posting on a board or making a brief announcement) when they have 15, 10, and 5 minutes remaining. When the 50 minutes have ended,

**SAY This is the end of this testing session. Close your test booklet and answer document.**

Give the students a short break of approximately 15 minutes before Session S3.

**Monday, April 13**

Make sure that all desks are cleared and that each student has two soft-lead (No. 2) pencils and an eraser.

**SAY Do not open your booklets until I tell you what to do.**

When all students are ready,

**Note:** *Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet.*

**SAY You are going to take the next part of the science test. You will have 50 minutes to complete Session 3—Science. You should do the best work you can, and your answers should reflect that effort.**

**Turn to page 8 of your answer document. It should say “Science—S3” at the top (Pause.) This session consists of thirteen multiple-choice and two open-response questions. Read each question carefully, and think about the answer. A good answer is one that is scientifically correct and complete. Your answers should be explained clearly and thoroughly. Your answers will be scored for correct information, not for writing skills, but you should write neatly and clearly.**

**If the question has more than one part, answer each part and be sure to label your answers the way you are told to do so. If you don’t know all of the answers, write what you do know. You can receive partial credit for what you do answer.**

**For these questions, you must write your answers in the space provided in your answer document. Keep your writing inside of the box provided for the question you are answering.**

**Now turn to page 18 in your test booklet to “Session 3—Science.” (Pause.)**

**The directions telling where to put your answers in your answer document are located at the start of the session and before each open-response question in your test booklet. If you are not sure you are answering on the correct page, please raise your hand so that I can help you. Do you have any questions about where you are to write your answers? (Pause.)**

Answer any questions students have about the test and response locations.

**SAY When you are done, review your work or close your test booklet and answer document. There is a stop sign at the end of this session. Do not turn to any other page or session in your test booklet. If you finish the test early, please sit quietly so that you won’t disturb those who are still working.**

**You will have exactly 50 minutes. You may begin.**

### **Session S3–Science** *(continued)*

Make a note of the time when students begin the test. Circulate and check.

If necessary, students may take breaks on an individual basis but not as a group. NO talking is allowed.

Notify students (by posting on a board or making a brief announcement) when they have 15, 10, and 5 minutes remaining. When the 50 minutes have ended,

**SAY This is the end of testing for today. Close your test booklet and answer document. Insert your answer document into your test booklet and I will collect them.**

Check each set of materials to see that the answer document has been inserted into the test booklet. After accounting for all materials, store them in a secure place.

Students may be dismissed at this time, if appropriate. After the students have cleared the room, organize all materials and return them to the secure location designated by your School Test Coordinator.

## SESSION M4—MATHEMATICS (NO CALCULATOR)

**Tuesday, April 14**

Make sure that all desks are cleared and that each student has two soft-lead (No. 2) pencils and an eraser.

**SAY You are going to take some more tests that will show how much you have learned. Do not open your booklets until I tell you what to do.**

Distribute the test booklets and answer documents, making sure that each student has the correct booklets.

---

**For grade 5**, hand out a Mathematics Reference Sheet and an envelope containing a ruler and multi-shape pattern blocks to each student.

---

**For grade 7**, hand out a ruler, a Mathematics Reference Sheet, and a protractor to each student.

---

When all students have their test materials,

**Note:** Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet. Calculators may NOT be used during this session.

**SAY You are now going to take the first part of the mathematics test. You will have 15 minutes to complete Session 4—Mathematics. You are NOT permitted to use a calculator during this test session. You should do the best work you can, and your answers should reflect that effort.**

**Turn to page 11 of your answer document. It should say “M4—Mathematics (Calculators may NOT be used.)” at the top. (Pause.) This session has multiple-choice mathematics questions 1 through 10. You will record your answers to this session in that box. Mark only one answer for each of the questions. Each mark should completely fill the circle. Do not make any stray marks or notes in your answer document. If you wish, you may review the “Marking Directions” on the back cover of your answer document.**

**You may NOT use a calculator during this test session. You may use the Mathematics Reference Sheet that I gave you to help with your calculations.**

---

Read the following directions for grade 5 ONLY. (Modify the instructions if students are separating the pattern blocks and placing them in an envelope along with a ruler):

**SAY You may also need to use a ruler or green multi-shape pattern blocks to answer some of the questions during this mathematics session.**

## **Session M4—Mathematics (No Calculator) *(continued)***

**Please look in your envelope. Inside the envelope, you should have a ruler and a set of green multi-shape pattern blocks. You should have the following green shapes: 1 hexagon, 1 parallelogram, 1 square, 1 trapezoid, and 1 triangle. You may use these materials during the mathematics sessions if you need them to answer a question. Raise your hand if you are not sure you have everything. (Pause.) Set the envelope aside.**

---

Read the following directions for grade 7 ONLY:

**SAY You may also use the ruler or the protractor during this mathematics session if you need them to answer a question.**

---

Read the following directions for ALL grades:

**SAY Now turn to page 26 in your test booklet to “Session 4—Mathematics (No Calculator).” (Pause.)**

**The directions telling where to put your answers in your answer document are located at the start of the session in your test booklet. If you are not sure you are answering on the correct page, please raise your hand so that I can help you. Do you have any questions about where you are to do your work or mark your answers? (Pause.)**

Answer any questions students have about test and response locations.

**SAY When you are done, review your work or close your test booklet and answer document. There is a stop sign at the end of this session. Do not turn to any other page or session in your test booklet. If you finish the test early, please sit quietly so that you won’t disturb those who are still working.**

**You will have exactly 15 minutes. You may begin.**

Make a note of the time when students begin the test. Circulate and check.

If necessary, students may take breaks on an individual basis but not as a group. NO talking is allowed.

Notify students (by posting on a board or making a brief announcement) when they have 10 and 5 minutes remaining. When the 15 minutes have ended,

**SAY This is the end of this testing session.**

You may give the students a short break if you think it is necessary.

## SESSION M5—MATHEMATICS (CALCULATOR)

**Tuesday, April 14**

Make sure that all desks are cleared and that each student has two soft-lead (No. 2) pencils and an eraser. During this session calculators may be used.

**SAY Do not open your booklets until I tell you what to do.**

When all students are ready,

**Note:** Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet. Calculators may be used during this session. Test Administrators must clear the memory of each calculator at both the beginning and end of each testing day.

**SAY You will have 45 minutes to complete Session 5—Mathematics, the next part of the mathematics test. You are permitted to use a calculator during this test session. You should do the best work you can, and your answers should reflect that effort.**

**Turn to page 12 of your answer document. It should say “Mathematics (Calculators may be used.)—M5” at the top. (Pause.) This session consists of three open-response questions. Answer questions 11, 12, and 13 on pages 12, 13, and 14 of your answer document. For these open-response questions, it is important that you show all of your work in your answer document. You can receive partial credit for the work shown. Even if you do the work in your head or with a calculator, you must still show your work and explain how you solved the problem.**

**Read each question carefully, and think about how to solve it. Problems can be solved in many ways, including**

- writing an equation,
- drawing a picture,
- making a table or chart,
- trial and error, or
- looking for patterns.

**Remember, you may use your Mathematics Reference Sheet to help with your calculations.**

---

Read the following directions for grade 5 ONLY:

**SAY You may also use the ruler or the green multi-shape pattern blocks during this mathematics session if you need them to answer a question.**

---

Read the following directions for grade 7 ONLY:

**SAY You may also use the ruler or protractor during this mathematics session if you need them to answer a question.**

---

## Session M5—Mathematics (Calculator) *(continued)*

Read the following directions for ALL grades:

**SAY** Now turn to page 34 in your test booklet to “Session 5—Mathematics (Calculator).”  
(Pause.)

**The directions telling where to put your answers in your answer document are located before each question in your test booklet. If you are not sure you are answering on the correct page, please raise your hand so that I can help you. Do you have any questions about where you are to do your work or mark your answers?** (Pause.)

Answer any questions students have about test and response locations.

**SAY** When you are done, review your work or close your test booklet and answer document. There is a stop sign at the end of this session. Do not turn to any other page or session in your test booklet. If you finish the test early, please sit quietly so that you won’t disturb those who are still working.

**You will have exactly 45 minutes. You may begin.**

Make a note of the time when students begin the test. Circulate and check.

If necessary, students may take breaks on an individual basis but not as a group. NO talking is allowed.

Notify students (by posting on a board or making a brief announcement) when they have 15, 10, and 5 minutes remaining. When the 45 minutes have ended,

---

Read the following directions for grade 5 ONLY:

**SAY** This is the end of this testing session. Close your test booklet and answer document. Put the ruler and the green multi-shape pattern blocks back in the envelope if you used them. Put your Mathematics Reference Sheet and your envelope inside the front cover of your test booklet.

---

Read the following directions for grade 7 ONLY:

**SAY** This is the end of this testing session. Close your test booklet and answer document. Put your ruler, protractor, and Mathematics Reference Sheet inside the front cover of your test booklet.

---

It is the responsibility of the Test Administrator to clear the memory of each calculator at the beginning and end of each testing day.

Give the students a short break of approximately 15 minutes before Session W6.

**Tuesday, April 14**

Make sure that all desks are cleared and that each student has two soft-lead (No. 2) pencils and an eraser.

**SAY Do not open your booklets until I tell you what to do.**

When all students are ready,

**SAY Now you will take a test of your writing skills. You will have 45 minutes to complete Session 6—Writing. You should do the best work you can, and your writing sample should reflect that effort.**

**Turn to page 38 of your test booklet. (Pause.) The writing prompt is on the top half of the page. On the bottom half, you will find a Writer’s Checklist that may help you to organize your thoughts and ideas. If you choose to, you may use this checklist at any time in this session; however, you may not use dictionaries, thesauruses, or electronic spellers. (Pause.)**

**Read the directions and checklist silently as I read them aloud. (Read the directions and checklist aloud.)**

**Directions: Prewriting/planning space has been provided on page 16 of your Student Answer Document. Do NOT use the prewriting space for your final draft. ONLY WHAT YOU WRITE ON PAGES 17 AND 18 OF YOUR STUDENT ANSWER DOCUMENT WILL BE SCORED.**

### **Writer’s Checklist**

- 1. Look at the ideas in your response.**
  - Have you focused on one main idea?
  - Have you used enough details to explain yourself?
  - Have you put your thoughts in order?
  - Can others understand what you are saying?
- 2. Think about what you want others to know and feel after reading your paper.**
  - Will others understand how you think or feel about an idea?
  - Will others feel angry, sad, happy, surprised, or some other way about your response? (Hint: Make your reader feel like you do about your paper’s subject.)
  - Do you have sentences of different lengths? (Hint: Be sure you have variety in sentence lengths.)
  - Are your sentences alike? (Hint: Use different kinds of sentences.)

## Session W6—Writing *(continued)*

### 3. Look at the words you have used.

- Have you described things, places, and people the way they are? (Hint: Use enough detail.)
- Are you the same person all the way through your paper? (Hint: Check your verbs and pronouns.)
- Have you used the right words in the right places?

### 4. Look at your handwriting.

- Can others read your handwriting with no trouble?

Now, turn to page 16 of your answer document. (Pause.) This prewriting space is available for planning and organizing your ideas. You must write the final draft of your writing sample on pages 17 and 18. That is the only material that will be scored. Be sure not to write outside of the boxed area provided for your response.

**REMEMBER**, the writing sample that is to be scored must be written in your answer document on pages 17 and 18. The directions telling where to write in your answer document are located after the writing prompt in your test booklet. If you are not sure you are responding on the correct page, please raise your hand so that I can assist you. Are there any questions about the writing session? (Pause.)

Answer any questions students have about test and response locations.

**SAY** There is a stop sign at the end of this session. After you are finished, do not turn to any other page or session in your test booklet. If you finish the test early, please sit quietly so that you won't disturb those who are still working.

**You will have exactly 45 minutes. You may begin writing.**

**NOTE:** All writing samples must be planned and written entirely by the students. Test Administrators are not permitted to discuss the writing prompt or student responses in order to help students plan or develop content. The purpose of the writing prompt is to generate a sufficient amount of text to evaluate each student's writing abilities. Responses to student questions regarding the length of the essay should encourage a sufficient amount of text without coaching on the actual prompt. Also, while the preparation on the prewriting page is encouraged, it is not required. Be careful when answering students' questions so that you do not influence their decisions.

Make a note of the time when students begin the test. Circulate and check.

If necessary, students may take breaks on an individual basis but not as a group. NO talking is allowed.

Notify students (by posting on a board or making a brief announcement) when they have 15, 10, and 5 minutes remaining. When the 45 minutes have ended,

## Session W6–Writing *(continued)*

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Read the following directions for grade 5 ONLY:

**SAY** This is the end of testing for today. Close your test booklet and answer document. Put your answer document into your test booklet, and make sure that your envelope and Mathematics Reference Sheet are also in your test booklet, and I will collect them.

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Read the following directions for grade 7 ONLY:

**SAY** This is the end of testing for today. Close your test booklet and answer document. Put your answer document into your test booklet, and make sure that your protractor, ruler, and Mathematics Reference Sheet are also in your test booklet, and I will collect them.

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Check each set of materials to see that the answer document has been inserted into the test booklet. After accounting for all materials, store them in a secure place.

Students may be dismissed at this time, if appropriate. After the students have cleared the room, organize all materials and return them to the secure location designated by your School Test Coordinator.

**NOTE:** During scoring, if a writing sample is deemed to contain sensitive information indicating that the student's physical health or personal safety may be in jeopardy, it will be referred to appropriate district personnel. All referrals are confidential, and any decisions connected with these referrals are under the jurisdiction of the local district.

## SESSION M7—MATHEMATICS (CALCULATOR)

**Wednesday, April 15**

Make sure that all desks are cleared and that each student has two soft-lead (No. 2) pencils and an eraser. During this session calculators may be used.

**SAY You are going to take some more tests that will show how much you have learned. I am going to give you your test booklet and answer document. Do not open your booklets until I tell you what to do.**

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**For grade 5,** ensure each test booklet still contains the student's answer document, Mathematics Reference Sheet, and envelope containing the ruler and multi-shape pattern blocks.

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**For grade 7,** ensure each test booklet still contains the student's answer document, Mathematics Reference Sheet, ruler, and protractor.

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Distribute the test materials, making sure that each student has the correct materials. When all students have their test materials,

**Note:** Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet. Calculators may be used during this session. Test Administrators must clear the memory of each calculator at both the beginning and end of each testing day.

**SAY You will have 30 minutes to complete Session 7—Mathematics, the next part of the mathematics test. You are permitted to use a calculator during this test session. You should do the best work you can, and your answers should reflect that effort.**

**Turn to page 19 of your answer document. It should say “M7—Mathematics (Calculators may be used.)” at the top. (Pause.) This session has multiple-choice mathematics questions 14 through 33. You will record your answers to this session in that box. Mark only one answer for each of the questions. Each mark should completely fill the circle. Do not make any stray marks or notes in your answer document. If you wish, you may review the “Marking Directions” on the back cover of your answer document.**

**Remember, you may use the Mathematics Reference Sheet to help with your calculations.**

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Read the following directions for grade 5 ONLY:

**SAY You may also use the ruler or the green multi-shape pattern blocks during this mathematics session if you need them to answer a question.**

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## Session M7—Mathematics (Calculator) *(continued)*

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Read the following directions for grade 7 ONLY:

**SAY** You may also use the ruler or protractor during this mathematics session if you need them to answer a question.

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Read the following directions for ALL grades:

**SAY** Now turn to page 40 in your test booklet to “Session 7—Mathematics (Calculator).”  
(Pause.)

**The directions telling where to put your answers in your answer document are located at the start of the session in your test booklet. If you are not sure you are answering on the correct page, please raise your hand so that I can help you. Do you have any questions about where you are to do your work or mark your answers?** (Pause.)

Answer any questions students have about test and response locations.

**SAY** When you are done, review your work or close your test booklet and answer document. There is a stop sign at the end of this session. Do not turn to any other page or session in your test booklet. If you finish the test early, please sit quietly so that you won’t disturb those who are still working.

**You will have exactly 30 minutes. You may begin.**

Make a note of the time when students begin the test. Circulate and check.

If necessary, students may take breaks on an individual basis but not as a group. NO talking is allowed.

Notify students (by posting on a board or making a brief announcement) when they have 15, 10, and 5 minutes remaining. When the 30 minutes have ended,

**SAY** This is the end of this testing session.

You may give the students a break if you think it is necessary.

## SESSION M8—MATHEMATICS (CALCULATOR)

**Wednesday, April 15**

Make sure that all desks are cleared and that each student has two soft-lead (No. 2) pencils and an eraser. During this session calculators may be used.

**SAY Do not open your booklets until I tell you what to do.**

When all students are ready,

**Note:** Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet. Calculators may be used during this session.

**SAY You will have 45 minutes to complete Session 8—Mathematics, the next part of the mathematics test. You are permitted to use a calculator during this test session. You should do the best work you can, and your answers should reflect that effort.**

Turn to page 20 of your answer document. It should say “Mathematics (Calculators may be used.)—M8” at the top. (Pause.) This session consists of three open-response questions. Answer questions 34, 35, and 36 on pages 20, 21, and 22 of your answer document. For these open-response questions, it is important that you show all of your work in your answer document. You can receive partial credit for the work shown. Even if you do the work in your head or with a calculator, you must still show your work and explain how you solved the problem.

Read each question carefully, and think about how to solve it. Problems can be solved in many ways, including

- writing an equation,
- drawing a picture,
- making a table or chart,
- trial and error, or
- looking for patterns.

Remember, you may use your Mathematics Reference Sheet to help with your calculations.

---

Read the following directions for grade 5 ONLY:

**SAY You may also use the ruler or the green multi-shape pattern blocks during this mathematics session if you need them to answer a question.**

---

Read the following directions for grade 7 ONLY:

**SAY You may also use the ruler or protractor during this mathematics session if you need them to answer a question.**

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## Session M8—Mathematics (Calculator) *(continued)*

Read the following directions for ALL grades:

**SAY** Now turn to page 54 in your test booklet to “Session 8—Mathematics (Calculator).”  
(Pause.)

**The directions telling where to put your answers in your answer document are located at the start of the session in your test booklet. If you are not sure you are answering on the correct page, please raise your hand so that I can help you. Do you have any questions about where you are to do your work or mark your answers?** (Pause.)

Answer any questions students have about test and response locations.

**SAY** When you are done, review your work or close your test booklet and answer document. There is a stop sign at the end of this session. Do not turn to any other page or session in your test booklet. If you finish the test early, please sit quietly so that you won’t disturb those who are still working.

**You will have exactly 45 minutes. You may begin.**

Make a note of the time when students begin the test. Circulate and check.

If necessary, students may take breaks on an individual basis but not as a group. NO talking is allowed.

Notify students (by posting on a board or making a brief announcement) when they have 15, 10, and 5 minutes remaining. When the 45 minutes have ended,

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Read the following directions for grade 5 ONLY:

**SAY** This is the end of this testing session. Close your test booklet and answer document. Put your ruler inside the front cover of your test booklet. Put only the green multi-shape pattern blocks back in the envelope if you used them. I will collect the envelopes and Mathematics Reference Sheets at this time.

---

Read the following directions for grade 7 ONLY:

**SAY** This is the end of this testing session. Close your test booklet and answer document. Put your ruler inside the front cover of your test booklet. I will collect the protractors and Mathematics Reference Sheets at this time.

---

*Test Administrators must clear the memory of all calculators equipped with such a feature and return the Mathematics Reference Sheets to the Test Coordinator. Count to make sure you have collected ALL the Mathematics Reference Sheets.*

*Students will need only the rulers for the final Mathematics testing session on Friday.*

Give the students a short break of approximately 15 minutes before Session W9.

**Wednesday, April 15**

Make sure that all desks are cleared and that each student has two soft-lead (No. 2) pencils and an eraser.

**SAY Do not open your booklets until I tell you what to do.**

When all students are ready,

**SAY Now you will take a test of your writing skills. You will have 45 minutes to complete Session 9—Writing. You should do the best work you can, and your writing sample should reflect that effort.**

**Turn to page 58 of your test booklet. (Pause.) The writing prompt is on the top half of the page. On the bottom half, you will find a Writer’s Checklist that may help you to organize your thoughts and ideas. If you choose to, you may use this checklist at any time in this session; however, you may not use dictionaries, thesauruses, or electronic spellers. (Pause.)**

**Read the directions and checklist silently as I read them aloud. (Read the directions and checklist aloud.)**

**Directions: Prewriting/planning space has been provided on page 24 of your Student Answer Document. Do NOT use the prewriting space for your final draft. ONLY WHAT YOU WRITE ON PAGES 25 AND 26 OF YOUR STUDENT ANSWER DOCUMENT WILL BE SCORED.**

### **Writer’s Checklist**

- 1. Look at the ideas in your response.**
  - Have you focused on one main idea?
  - Have you used enough details to explain yourself?
  - Have you put your thoughts in order?
  - Can others understand what you are saying?
- 2. Think about what you want others to know and feel after reading your paper.**
  - Will others understand how you think or feel about an idea?
  - Will others feel angry, sad, happy, surprised, or some other way about your response? (Hint: Make your reader feel like you do about your paper’s subject.)
  - Do you have sentences of different lengths? (Hint: Be sure you have variety in sentence lengths.)
  - Are your sentences alike? (Hint: Use different kinds of sentences.)

## Session W9–Writing *(continued)*

### 3. Look at the words you have used.

- Have you described things, places, and people the way they are? (Hint: Use enough detail.)
- Are you the same person all the way through your paper? (Hint: Check your verbs and pronouns.)
- Have you used the right words in the right places?

### 4. Look at your handwriting.

- Can others read your handwriting with no trouble?

**Now, turn to page 24 of your answer document.** (Pause.) **This prewriting space is available for planning and organizing your ideas. You must write the final draft of your writing sample on pages 25 and 26. That is the only material that will be scored. Be sure not to write outside of the boxed area provided for your response.**

**Remember, the writing sample that is to be scored must be written in your answer document on pages 25 and 26. The directions telling where to write in your answer document are located after the writing prompt in your test booklet. If you are not sure you are responding on the correct page, please raise your hand so that I can assist you. Are there any questions about the writing session?** (Pause.)

Answer any questions students have about test and response locations.

**SAY There is a stop sign at the end of this session. After you are finished, do not turn to any other page or session in your test booklet. If you finish the test early, please sit quietly so that you won't disturb those who are still working.**

**You will have exactly 45 minutes. You may begin writing.**

***NOTE:** All writing samples must be planned and written entirely by the students. Test Administrators are not permitted to discuss the writing prompt or student responses in order to help students plan or develop content. The purpose of the writing prompt is to generate a sufficient amount of text to evaluate each student's writing abilities. Responses to student questions regarding the length of the essay should encourage a sufficient amount of text without coaching on the actual prompt. Also, while the preparation on the prewriting page is encouraged, it is not required. Be careful when answering students' questions so that you do not influence their decisions.*

Make a note of the time when students begin the test. Circulate and check.

Notify students (by posting on a board or making a brief announcement) when they have 15, 10, and 5 minutes remaining. When the 45 minutes have ended,

**SAY This is the end of testing for today. Close your test booklet and answer document. Insert your answer document into your test booklet, and I will collect them.**

## **Session W9–Writing** *(continued)*

Check each set of materials to see that the answer document has been inserted into the test booklet. Also ensure that each test booklet still contains the student's ruler. After accounting for all materials, store them in a secure place.

Students may be dismissed at this time, if appropriate. After the students have cleared the room, organize all materials and return them to the secure location designated by your School Test Coordinator.

**NOTE:** *During scoring, if a writing sample is deemed to contain sensitive information indicating that the student's physical health or personal safety may be in jeopardy, it will be referred to appropriate district personnel. All referrals are confidential, and any decisions connected with these referrals are under the jurisdiction of the local district.*

Thursday, April 15

Make sure that all desks are cleared and that each student has two soft-lead (No. 2) pencils and an eraser.

**SAY** You are going to take some more tests that will show how much you have learned. I am going to give you your test booklet and answer document. Do not open your booklets until I tell you what to do.

Distribute the test booklets and answer documents, making sure that each student has the correct booklets. When all students have their booklets,

**SAY** You are now going to take the first part of the reading test. You will have 30 minutes to complete Session 10—Reading.

Turn to page 27 of your answer document. (Pause.) Now turn to page 60 in your test booklet to “Session 10—Reading.” (Pause.)

This session contains one reading passage. Following the passage are 8 multiple-choice questions and 1 open-response question. You must record the answers to questions 1 through 8 on page 27 of your answer document, which is labeled “R10—Reading.” In your test booklet, open-response question 9 follows multiple-choice questions 1 through 8. Write your answer to the open-response question in the workspace marked 9 on page 27 of your answer document. Be sure to read the passage before answering the questions. (Pause.)

For the multiple-choice questions, mark only one answer for each question. Each mark should completely fill the circle. Do not make any stray marks or notes in your answer document. If you wish, you may review the “Marking Directions” on the back cover of the answer document. For the open-response question, be sure to stay within the boxed area provided.

The directions telling where to put your answers in your answer document are located just before the questions in your test booklet. If you are not sure you are answering on the correct page, please raise your hand so that I can assist you. Do you have any questions about where you are to do your work or write your answers? (Pause.)

Answer any questions students have about test and response locations.

**SAY** There is a stop sign at the end of this session. After you are done, do not go on to the next session or turn to any other page in your test booklet. If you finish the test early, please sit quietly so that you won’t disturb those who are still working.

You will have 30 minutes. You may begin.

## **Session R10–Reading** *(continued)*

Make a note of the time when students begin the test. Circulate and check.

If necessary, students may take breaks on an individual basis but not as a group. NO talking is allowed.

Notify students (by posting on a board or making a brief announcement) when they have 15, 10, and 5 minutes remaining.

When the 30 minutes have ended,

**SAY This is the end of this testing session. Close your test booklet and answer document.**

You may give students a short break if you think it is necessary.

**Thursday, April 16**

Make sure that all desks are cleared and that each student has two soft-lead (No. 2) pencils and an eraser.

**SAY Do not open your booklets until I tell you what to do.**

When all students are ready,

**SAY You will have 30 minutes to complete Session 11—Reading, the next part of the reading test.**

**Turn to page 28 of your answer document. (Pause.) Now turn to page 66 in your test booklet to “Session 11—Reading.” (Pause.)**

**This session contains one reading passage. Following the passage are 8 multiple-choice questions and 1 open-response question. You must record the answers to questions 10 through 17 on page 28 of your answer document, which is labeled “Reading—R11.” In your test booklet, open-response question 18 follows multiple-choice questions 10 through 17. Write your answer to the open-response question in the workspace marked 18 on page 28 of your answer document. Be sure to read the passage before answering the questions. (Pause.)**

**Mark your answers the same way you did for Session R10. Remember to mark only one answer for each multiple-choice question and stay within the boxed area when answering the open-response question. The directions for where to put your answers in your answer document are in the test booklet. If you are not sure you are on the correct page, raise your hand so I can help you. Do you have any questions about where to do your work or write your answers? (Pause.)**

Answer any questions students have about test and response locations.

**SAY There is a stop sign at the end of this session. After you are done, do not go on to the next session or turn to any other page in your test booklet. If you finish the test early, please sit quietly so that you won’t disturb those who are still working.**

**You will have 30 minutes. You may begin.**

## **Session R11–Reading** *(continued)*

Make a note of the time when students begin the test. Circulate and check.

If necessary, students may take breaks on an individual basis but not as a group. NO talking is allowed.

Notify students (by posting on a board or making a brief announcement) when they have 15, 10, and 5 minutes remaining.

When the 30 minutes have ended,

**SAY This is the end of this testing session. Close your test booklet and answer document.**

Give students a short break of approximately 15 minutes before Session R12.

Thursday, April 16

Make sure that all desks are cleared and that each student has two soft-lead (No. 2) pencils and an eraser.

**SAY Do not open your booklets until I tell you what to do.**

When all students are ready,

**SAY You will have 30 minutes to complete Session 12—Reading, the next part of the reading test.**

**Turn to page 29 of your answer document. (Pause.) Now turn to page 74 in your test booklet to “Session 12—Reading.” (Pause.)**

**This session contains one reading passage. Following the passage are 8 multiple-choice questions and 1 open-response question. You must record the answers to questions 19 through 26 on page 29 of your answer document, which is labeled “R12—Reading.” In your test booklet, open-response question 27 follows multiple-choice questions 19 through 26. Write your answer to the open-response question in the workspace marked 27 on page 29 of your answer document. Be sure to read the passage before answering the questions. (Pause.)**

**For the multiple-choice questions, mark only one answer for each question. Each mark should completely fill the circle. Do not make any stray marks or notes in your answer document. If you wish, you may review the “Marking Directions” on the back cover of the answer document. For the open-response question, be sure to stay within the boxed area provided.**

**The directions telling where to put your answers in your answer document are located just before the questions in your test booklet. If you are not sure you are answering on the correct page, please raise your hand so that I can assist you. Do you have any questions about where you are to do your work or write your answers? (Pause.)**

Answer any questions students have about test and response locations.

**SAY There is a stop sign at the end of this session. After you are done, do not go on to the next session or turn to any other page in your test booklet. If you finish the test early, please sit quietly so that you won’t disturb those who are still working.**

**You will have 30 minutes. You may begin.**

## **Session R12–Reading** *(continued)*

Make a note of the time when students begin the test. Circulate and check.

If necessary, students may take breaks on an individual basis but not as a group. NO talking is allowed.

Notify students (by posting on a board or making a brief announcement) when they have 15, 10, and 5 minutes remaining.

When the 30 minutes have ended,

**SAY This is the end of this testing session. Close your test booklet and answer document.**

You may give the students a short break if you feel it is necessary.

**Thursday, April 16**

Make sure that all desks are cleared and that each student has two soft-lead (No. 2) pencils and an eraser.

**SAY Do not open your booklets until I tell you what to do.**

When all students are ready,

**SAY You will have 30 minutes to complete Session 13—Reading.**

**Turn to page 30 of your answer document. (Pause.) Now turn to page 80 in your test booklet to “Session 13—Reading.” (Pause.)**

**This session contains one reading passage. Following the passage are 8 multiple-choice questions and 1 open-response question. You must record the answers to questions 28 through 35 on page 30 of your answer document, which is labeled “Reading—R13.” In your test booklet, open-response question 36 follows multiple-choice questions 28 through 35. Write your answer to the open-response question in the workspace marked 36 on page 30 of your answer document. Be sure to read the passage before answering the questions. (Pause.)**

**Mark your answers the same way you did for Session R12. Remember, mark only one answer for each multiple-choice question and stay within the boxed area when answering the open-response question. The directions for where to put your answers in your answer document are in the test booklet. If you are not sure you are on the correct page, raise your hand so I can help you. Do you have any questions about where to do your work or write your answers? (Pause.)**

Answer any questions students have about test and response locations.

**SAY There is a stop sign at the end of this session. After you are done, do not go on to the next session or turn to any other page in your test booklet. If you finish the test early, please sit quietly so that you won’t disturb those who are still working.**

**You will have 30 minutes. You may begin.**

### **Session R13–Reading** *(continued)*

Make a note of the time when students begin the test. Circulate and check.

If necessary, students may take breaks on an individual basis but not as a group. NO talking is allowed.

Notify students (by posting on a board or making a brief announcement) when they have 15, 10, and 5 minutes remaining.

When the 30 minutes have ended,

**SAY This is the end of this testing session. Close your test booklet and answer document.**

Give the students a short break of approximately 15 minutes before Session W14.

**Thursday, April 16**

Make sure that all desks are cleared and that each student has two soft-lead (No. 2) pencils and an eraser.

**SAY Do not open your booklets until I tell you what to do.**

When all students are ready,

**SAY You will have 15 minutes to complete Session 14—Writing.**

**Turn to page 31 of your answer document. (Pause.) Now turn to page 86 in your test booklet to “Session 14—Writing.” (Pause.)**

**You must record your answers to multiple-choice questions 3 through 10 on page 31 of your answer document for the session labeled “W14—Writing.” Remember, mark only one answer for each question. Each mark should completely fill the circle. Do not make any stray marks or notes in your answer document. The directions for where to put your answers in your answer document are in the test booklet. If you are not sure you are on the correct page, raise your hand so I can help you. Do you have any questions about where to do your work or write your answers? (Pause.)**

Answer any questions students have about test and response locations.

**SAY There is a stop sign at the end of this session. After you are done, do not turn to any other page in your test booklet. If you finish the test early, please sit quietly so that you won’t disturb those who are still working.**

**You will have 15 minutes. You may begin.**

Make a note of the time when students begin the test. Circulate and check.

If necessary, students may take breaks on an individual basis but not as a group. NO talking is allowed.

Notify students (by posting on a board or making a brief announcement) when they have 10 and 5 minutes remaining.

## **Session W14–Writing** *(continued)*

When the 15 minutes have ended,

**SAY This is the end of this testing session. Close your test booklet and answer document. Put your answer document into your test booklet, and I will collect them.**

Check each set of materials to see that the answer document has been inserted into the test booklet. Also ensure that each test booklet still contains the student’s ruler; the students will require the rulers for Friday’s testing. After accounting for all materials, store them in a secure place.

Students may be dismissed at this time, if appropriate. After the students have cleared the room, organize all materials and return them to the secure location designated by your School Test Coordinator.

**Friday, April 17**

Make sure that all desks are cleared and that each student has two soft-lead (No. 2) pencils and an eraser.

**SAY You are going to take some more tests that will show how much you have learned. I am going to give you your test materials. Do not open your booklets until I tell you what to do.**

Ensure each test booklet still contains the student's answer document and ruler. Distribute the test materials, making sure that each student has the correct materials. When all students have their materials,

**Note:** Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet.

**SAY Open your test booklet to the Session 15—Science section on page 90, where you see the picture of the telescope at the top of the page. Fold your booklet back so that only that page is showing.**

**Look at the directions at the top of page 90. Read them to yourself as I read them aloud. "Directions: This test session contains 30 multiple-choice questions. Mark your answer choices for questions 46 through 75 in the box labeled 'S15—Science' on page 32 of your Student Answer Document."**

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Read the following directions for grade 5 ONLY:

**SAY Now look at the sample in the box. Read the sample to yourself as I read it out loud. *Special features that animals have allow them to adapt to their environment. The coloring of this moth allows it to –***

**Raise your hand when you know the answer.**

Pause while students read the sample.

**SAY What is the answer?**

Call on a student and encourage a reply.

**SAY Yes, answer "A," *blend in with its surroundings*, is the correct answer.**

**Now find the section for Science—S15 on page 32 of your answer document.**

**The space for the letter "A" is marked on your answer document to show that it is the correct answer. Are there any questions?**

Answer any questions.

## Session S15—Science *(continued)*

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Read the following directions for grade 7 ONLY:

**SAY** Now look at the sample in the box. Read the sample to yourself as I read it out loud. *According to this model, the hottest part of the sun is the –*

**Raise your hand when you know the answer.**

Pause while students read the sample.

**SAY** What is the answer?

Call on a student and encourage a reply.

**SAY** Yes, answer “D,” *core*, is the correct answer.

**Now find the section for Science—S15 on page 32 of your answer document.**

**The space for the letter “D” is marked on your answer document to show that it is the correct answer. Are there any questions?**

Answer any questions.

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Read the following directions for ALL grades:

**SAY** You are to do questions 46 through 75. Remember, choose the best answer for each question and mark the space for your answer on your answer document. Keep working until you complete question 75, where you see the word “STOP.” If you finish early, you may check your work on questions 46 through 75, but do not go back to any other pages or on to any other pages.

**You will have 45 minutes to work on this test. If you’re not sure about an answer, do the best you can, but do not spend too much time on any one question.**

**You may start working now.**

Make a note of the time when students begin the test. Circulate and check.

Notify students (by posting on a board or making a brief announcement) when they have 15, 10, and 5 minutes remaining. When the 45 minutes have ended,

**SAY** Stop. Put your pencil down and close your test booklet and answer document.

If needed, give the students a short break of approximately 15 minutes before Session M16; then continue with the directions for administering the next subtest.

**Friday, April 17**

Make sure that all desks are cleared and that each student has two soft-lead (No. 2) pencils and an eraser. During this session calculators may be used.

**SAY Do not open your booklets until I tell you what to do. You will need your ruler to answer some of the questions.**

When all students are ready,

**Note:** Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet. Calculators may be used during this session. Test Administrators must clear the memory of each calculator at both the beginning and end of each testing day.

**SAY Open your test booklet to Session 16—Mathematics on page 103, where you see the picture of the calculator at the top of the page. Do not fold your booklet back during this test.**

Walk around the room to be sure everyone has page 103 showing. Booklets should be open flat, not folded back.

**SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. “Directions: This test session contains 30 multiple-choice questions. Mark your answer choices for questions 37 through 66 in the box labeled ‘M16—Mathematics (Calculators may be used.)’ on page 32 of your Student Answer Document. YOU MAY USE A CALCULATOR DURING THIS SESSION OF THE TEST.” Now look at the samples in the box.**

---

Read the following directions for grade 5 ONLY:

**SAY**

**A Read Sample A to yourself as I read it aloud. *Jill saw this chart showing the average height above sea level of several states.* (Pause.) *Of the states listed, which one has the greatest average height above sea level?* What is the answer?**

Pause for replies.

**SAY Yes. *Colorado* is the correct answer.**

**Now find the section for Mathematics—M16 on page 32 of your answer document.**

**Look at Sample A in the box marked “Samples.” The space for the letter “B” has been marked because “B” is the letter of the correct answer, *Colorado*. Are there any questions?**

Answer any questions.

## Session M16—Mathematics *(continued)*

**SAY**

- B** Now look at Sample B. Read the sample to yourself as I read it aloud. *Mr. Garza had one hundred seventy-two shells in his collection. Which statement best describes the number of shells in Mr. Garza's collection?* Mark the space for your answer.

Pause while students mark their answers.

**SAY** Which space did you mark?

Pause for replies.

**SAY** Yes. You should have marked the space for the letter "A" because that is the letter for the correct answer, *He had about two hundred shells*. Are there any questions?

Answer any questions.

**SAY** You are to do all the questions on this page and through page 112. Keep working until you come to the bottom of page 112, where you see the word "STOP." Be sure to mark the space on the answer document for your answer. If you finish early, you may check your work on pages 103 through 112, but do not turn to any other pages. Does everyone understand what to do?

Answer any questions.

---

Read the following directions for grade 7 ONLY:

**SAY**

- A** Read Sample A to yourself as I read it aloud. *Beth read that a person takes a breath about six hundred forty-seven thousand, eight hundred fifty times in one month. How would that quantity be written as a number?* What is the answer?

Pause for replies.

**SAY** Yes. Letter "B," 647,850, is the correct answer.

Now find the section for Mathematics—M16 on page 32 of your answer document.

Look at Sample A in the box marked "Samples." The space for the letter "B" has been marked because "B" is the letter of the correct answer, 647,850. Are there any questions?

Answer any questions students may have.

## Session M16—Mathematics *(continued)*

**SAY**

**B** Now look at Sample B. Read the sample to yourself as I read it aloud. *All of the small squares in the large square below are the same size. What percent of this large square is shaded?* Mark the space for your answer.

Pause while students mark their answers.

**SAY** Which space did you mark?

Pause for replies.

**SAY** Yes. You should have marked the space for the letter “D” because that is the letter for the correct answer, *thirty-six percent*. Are there any questions?

Answer any questions.

**SAY** You are to do all the questions on this page and through page 113. There is a Mathematics Reference Sheet on page 102 of your test booklet to help you with your calculations for this session. Keep working until you come to the bottom of page 113, where you see the word “STOP.” Be sure to mark the space on the answer document for your answer. If you finish early, you may check your work on pages 103 through 113, but do not turn to any other pages. Does everyone understand what to do?

Answer any questions.

---

Read the following directions for ALL grades:

**SAY** You will have 45 minutes to work on this test. If you’re not sure about an answer, do the best you can, but do not spend too much time on any one question.

**You may start working now.**

Make a note of the time when students begin the test. Circulate and check.

Notify students (by posting on a board or making a brief announcement) when they have 15, 10, and 5 minutes remaining. When the 45 minutes have ended,

**SAY** This is the end of this testing session. Close your test booklet and answer document. I will collect the rulers at this time.

*It is the responsibility of the Test Administrator to clear the memory of each calculator at the beginning and end of each testing day.*

Give the students a short break of approximately 15 minutes before Session W17.

Friday, April 17

Make sure that all desks are cleared and that each student has two soft-lead (No. 2) pencils and an eraser.

**SAY Do not open your booklets until I tell you what to do.**

When all students are ready,

**SAY Open your test booklet to Session 17—Writing on page 115. There is a picture of an eraser and pencil at the top of the page. Do not fold your booklet back during this test. Now find the Writing section on page 33 of your answer document.**

Make sure that all students have page 115 showing, with the icon of eraser and pencil at the top of the page, and have found the Writing section in their answer documents. Booklets should be open flat and not folded back.

**SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. “Directions: Read each passage in the boxes. Then read each question after the passages. Choose the best answer. Then mark the space for the answer you have chosen.”**

**A Now look at Sample A. Read the passage about *The Great Museum Trip*. There will be a question in a box after the passage. Read the question, and then raise your hand when you know the answer.**

Pause while students read the sample.

**SAY What is the answer?**

Call on a student and encourage a reply.

**SAY You’re right. Letter “A,” *Listing what happened on the field trip*, is the correct answer. The space for letter “A” is marked on your answer document to show that it is the correct answer. Are there any questions?**

Answer any questions students may have.

**SAY**

**B Now turn the page and look at Sample B. Read the first part of Latoya’s letter and then answer the question that follows the letter.**

Pause while students read the passage and mark their answers.

**SAY Which one is not a sentence? Raise your hand.**

## Session W17–Writing *(continued)*

Call on another student.

**SAY** Yes. Letter “B,” *With eyes made from white balls*, is not a sentence, so it is the right answer. You should have marked the letter “B” on your answer document.

**C** Now go to Sample C at the top of the next page. Read the second part of the letter and then answer the question that follows.

Pause while students read the passage and mark their answers.

**SAY** Who can tell me how *Woodside Puppet Museum* should be written?

Call on another student.

**SAY** Yes. Letter “D,” *As it is*, is the right answer. There was nothing wrong with the way it was written, was there? Everyone should have marked the letter “D,” *As it is*. Are there any questions about what we just did?

Answer any questions. Review the samples, if necessary.

**SAY** You are to do Questions 11 through 40 in the same way we did the samples. Remember, read each passage, and then read each question about the passage. Choose the best answer for each question and mark the space for your answer on your answer document.

Continue working until you see the word “STOP” at the bottom of page 129. If you finish before I say “Stop,” you may check your work on pages 118 through 129 only. Do not turn to any other pages. Does everyone understand what to do for this test?

Answer all questions.

**SAY** You will have 30 minutes to work on these questions. If you are not sure about an answer, do the best you can, but do not spend too much time on any one question.

**You may turn the page and start working now.**

Make a note of the time when students begin the test. Circulate and check.

If necessary, students may take breaks on an individual basis but not as a group. NO talking is allowed.

Notify students (by posting on a board or making a brief announcement) when they have 15, 10, and 5 minutes remaining.

## **Session W17–Writing** *(continued)*

When the 30 minutes have ended,

**SAY Stop. This is the end of this testing session. Close your test booklet and answer document.**

If needed, give the students a short break of approximately 15 minutes before Session R18; then continue with the directions for administering the next subtest.

**Friday, April 17**

Make sure that all desks are cleared and that each student has two soft-lead (No. 2) pencils and an eraser.

**SAY Do not open your booklets until I tell you what to do.**

When all students are ready,

**SAY Open your test booklet to the Reading test on page 131, where you see the picture of the open book at the top of the page. You will not fold your booklet back for this subtest.**

Make sure all students have page 131 showing, with the icon of the open book at the top of the page. Booklets should be open flat, not folded back.

**SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. “Directions: Read each passage in the boxes. Then read each question after the passages. Choose the best answer. Then mark the space for the answer you have chosen.”**

**Now find the sample poem, right below the directions.**

Make sure everyone has found the sample poem.

**SAY Now read the poem to yourself.**

Pause about two minutes while students read the sample poem.

**SAY**

**A Now look at the first sample, Sample A.**

**Read Sample A to yourself as I read it aloud. *You can tell that the speaker does not like—A hearing the alarm clock ... B eating breakfast ... C mowing the grass ... D riding in a car. Which is the correct answer?***

Pause for replies.

**SAY Yes. That’s right. The poem says that the speaker does not like *hearing the alarm clock*.**

**Now find the section for Reading in your answer document on page 33.**

## Session R18–Reading *(continued)*

**The space for “A,” *hearing the alarm clock*, has been filled in to show that it is the correct answer. Are there any questions?**

Answer any questions students may have.

**SAY**

**B**     **Now look at Sample B. Read the question to yourself. Mark the space for your answer.**

Pause while students mark their answers.

**SAY**   **Which space did you mark?**

Pause for replies.

**SAY**   **That’s right. You should have marked the answer space for “D,” *Thinking about when you first wake up*. Does anyone have a question?**

Answer any questions students may have.

**SAY**   **Turn to page 132. After you finish this page, keep working until you come to the end of page 143, where you see the word “STOP” at the bottom of the page. If you finish early, you may check your work on pages 132 through 143, but do not turn to any other pages.**

**Remember, read each passage; then answer the questions about the passage. Choose the best answer for each question. Mark the space for your answer on your answer document. Do not write in the test booklet. Does everyone understand what to do?**

Answer any questions.

**SAY**   **You will have 60 minutes to read the passages and answer the questions for this test. If you’re not sure about the answer to a question, do the best you can, but don’t spend too much time on any one question.**

**You may start working now.**

While the students are working, walk around the room to make sure that they are following directions and that they are not looking at any other subtests. Do not give help on specific test questions.

Make a note of the time when students begin the test. Circulate and check.

Notify students (by posting on a board or making a brief announcement) when they have 15, 10, and 5 minutes remaining. When the 60 minutes have ended,

## **Session R18–Reading** *(continued)*

**SAY** This is the end of the test. Close your test booklet and answer document.

**Please check to see that you have correctly marked the test booklet form letter on the back of your answer document. Look through your answer document to make sure there is nothing inside of it.**

**When you have finished checking your answer document, insert it into your test booklet, and I will collect them. Make sure your name is printed on the cover of the test booklet. Thank you for your cooperation in making this a successful test administration.**

Students may be dismissed at this time, if appropriate.

After the students have cleared the room, check answer documents to ensure that the test booklet form is correctly coded on the back cover. Also, check that the student's name is printed on the cover of the test booklet.

Separate the answer documents from the test booklets; then organize all materials according to the "Procedures Following Test Administration."

# Procedures Following Test Administration

## General Procedures for Returning Test Materials

Test Administrators must return all test materials to the School Test Coordinator. School Test Coordinators will return materials to the District Test Coordinator, who will return the materials to Pearson.

**NOTE: Only used answer documents should be bundled with the scorable materials for return to Pearson. Answer documents where a student label was affixed or the demographic information was filled out, but the student was absent from all testing sessions, including make-up administrations, should be returned with the scorable material with the “Reason Not Tested” indicated on the back of the demographic page and should be included with the class District/School/Classroom Identification Sheet (Header Sheet). Any blank or unused test booklets MUST be shipped with the non-scorable material.**

**All test booklets, whether used or unused, must be returned to Pearson.**

## Requirements for Coding the “For Teacher Use Only” Box

**Information coded in the “For Teacher Use Only” box is used to place students in the appropriate reporting categories, to determine the school and district Adequate Yearly Progress (AYP) for No Child Left Behind, and to provide information for the state accountability system.** Therefore, it is critical that the information requested be completed correctly as applicable to each student. Students will not be reported correctly if the appropriate information is not coded correctly on their answer documents. **Coding for students cannot be changed after scorable documents are sent to the testing company.**

Fill in the “For Teacher Use Only” box on the back of the answer document **after** all testing is completed. Only the person **authorized** in the agreement signed by the school with Child Nutrition can code the section for students eligible for free and/or reduced lunch. This section cannot be marked by the Test Administrator.

Verify that students did not mark any circle(s) in the “For Teacher Use Only” box. There are ten sections within the “For Teacher Use Only” box: ESI Codes, Special Education Accommodations, Free and/or Reduced Lunch, Migrant Student, Gifted and Talented, Highly Mobile, Limited English Proficient (LEP), LEP Student less than one year in the U.S., Monitored Former LEP (MFLEP), and LEP Accommodations.

After all testing is finished, the “For Teacher Use Only” box must be completed. If a student Pre-ID label has been used, it is not necessary to code the circles for ESI Codes, Free and/or Reduced Lunch, Highly Mobile, and Limited English Proficient (LEP) in the “For Teacher Use Only” box. This information is already contained in the label and will override information coded in the “For Teacher Use Only” box. Only those sections of the “For Teacher Use Only” box that have an asterisk (Special Education Accommodations, Migrant Student, Gifted and Talented, LEP Student less than one year in the U.S., Monitored Former LEP (MFLEP), and LEP Accommodations) need to be completed, as appropriate, if a student label is used.

## Returning Test Materials to the School Test Coordinator

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### Separate and Label Materials

All test materials, both used and unused, must be returned promptly to your School Test Coordinator after testing is completed. Prepare the materials in bundles as follows:

A. Answer Documents **(Used)**

1. Collect all **used/scorable** answer documents for return to the School Test Coordinator.
2. Answer documents that have the “Reason Not Tested” information gridded must be returned for inclusion with the Header Sheet with each class.

B. Answer Documents **(Unused/no Pre-ID label affixed or demographic information gridded)**

1. Collect the unused answer documents (no Pre-ID label affixed or demographic information gridded). These answer documents can be retained or destroyed unless otherwise directed by your District Test Coordinator.

C. Test Booklets **(Used and Unused)**

1. Collect all test booklets for return to the School Test Coordinator.

D. *Test Administration Manuals*

1. Collect all *Test Administration Manuals* for return to the School Test Coordinator.

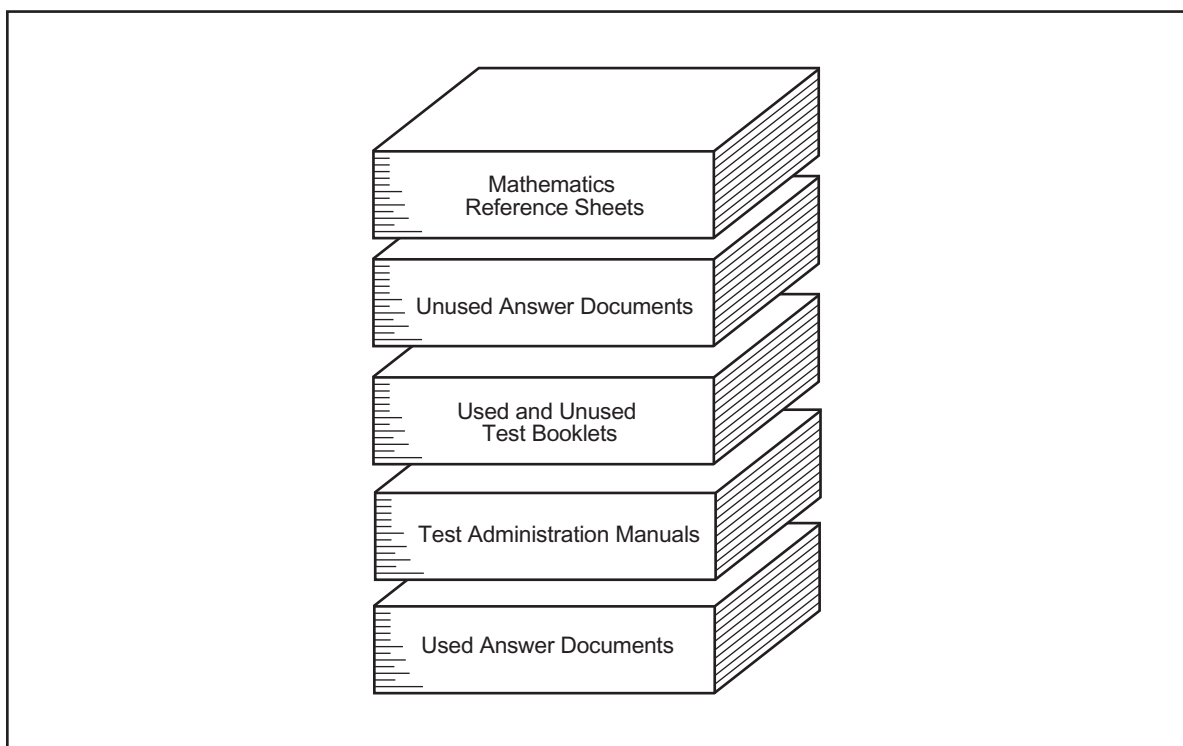
E. Mathematics Reference Sheets

1. Collect all Mathematics Reference Sheets for return to the School Test Coordinator.

**Note:** Please ensure that all student answer documents from your testing group are accounted for. Check each student’s test booklet in case an answer document remains inside the booklet.

## Organize Test Materials

Stack your materials in the order shown:



**Please return these materials promptly to your School Test Coordinator.**

**THANK YOU FOR YOUR TIME AND COOPERATION.**

# Appendix A

## Arkansas Department of Education Test Security Guidelines

**Maintaining test security is a very serious responsibility for all Arkansas currently licensed personnel. Breach of test security is one of the actions for which teaching/administrative licenses can be revoked.**

Districts must have a system in place to ensure that all materials are accounted for and kept secure during testing. Any action that leads to the invalidation of student test scores or compromises the security of the tests or test results will be viewed by the Arkansas Department of Education as an inappropriate use or handling of tests and will be treated as such. The following guidelines are to assist in determining which activities constitute inappropriate testing activities and breaches of test security:

1. The superintendent or his/her designee in each school district shall be responsible for coordinating all local assessment activities.
2. All District Test Coordinators, School Test Coordinators, and Test Administrators shall be **currently** licensed by the Arkansas Department of Education as a teacher or administrator.
3. The tests must be administered on the scheduled dates as specified in the *District and School Test Coordinators' Manual* and the *Test Administration Manuals*. No portion of the test may be given early.
4. All test materials shall be inventoried upon receipt at the district and school. Test booklets must be kept in a secure area at all times, except during the formal testing sessions.
5. The tests must be administered in strict accordance with the instructions outlined in the *District and School Test Coordinators' Manual* and the *Test Administration Manuals*. These instructions include reading directions verbatim to students during testing.
6. Test booklets must be distributed to ALL students in spiral order, including special education and LEP students. Distributing forms incorrectly is considered a testing irregularity.
7. The superintendent or his/her designee in each school district shall be responsible for ensuring that all district personnel involved in the testing have been properly trained as specified by ADE.
8. The superintendent or his/her designee in each school district shall be responsible for ensuring that all assessment documents and student identification information are properly and accurately coded and that ALL students have participated in the appropriate grade-level assessment(s).
9. The superintendent or his/her designee in each school district shall be responsible for ensuring that Individualized Education Programs, Limited English Proficient Assessment Plans, and/or 504 Plans shall specify any state approved accommodation(s) available to students participating in the administration of standard state assessments.

10. The superintendent or his/her designee in each school district shall be responsible for ensuring that all students enrolled in a State-tested grade shall be accounted for in the State Assessment System.
11. District staff may **not** read, review, or in any way duplicate or reproduce the test booklets and/or associated test items or the writing prompts. Removing or copying the Mathematics Reference Sheet provided in the test booklets is a breach of security.
12. Students must not be exposed to answers of items at any time before, during, or after testing. At least 50% of the customized CRT items that contribute to the student performance results will be released to the public schools for instructional purposes.
13. Student responses to test items must represent the student's own independent and unaided thinking and must not be read, reviewed, or changed during or after testing.
14. Students are not allowed to use scratch paper. The use of scratch paper is considered a breach of security.
15. Students cannot have any materials (e.g., books, magazines, newspapers, homework, etc.) except testing materials during the testing sessions.
16. No electronic devices with photographic capability shall be accessible at any time during test administration [Arkansas Code 6-18-502(b)]. Other electronic equipment that allows for communication among students shall not be accessible at any time during test administration (e.g., cell phone, iPod®, MP3 player, etc.)
17. If students are permitted to bring calculators from home or to use their own calculators, it is the responsibility of the Test Administrator to certify that these calculators meet the requirements specified in the *District and School Test Coordinators' Manual* and in the *Test Administration Manuals*. Failure on the part of the Test Administrator to verify that each calculator meets the requirements will constitute a breach of security.
18. It is the responsibility of the Test Administrator to clear the memory of each calculator both at the beginning and end of each testing day. Failure to do so constitutes a breach of security.
19. During the test administration, Test Administrators should continually monitor the testing process by moving unobtrusively about the room. The Test Administrator is to devote total attention to the students being tested and not work on other things. Test Administrators shall not access computers or other electronic equipment during the assessment.
20. **All** test booklets, used and unused, shall be inventoried subsequent to testing and returned to the appropriate testing company in the prescribed manner on the prescribed dates. Any test booklets not returned by the district on the dates required shall be reported to Dr. Gayle Potter at the Arkansas Department of Education.
21. All known violations of the Arkansas Department of Education security regulations shall be reported in writing, signed by the reporter, and addressed to Dr. Gayle Potter at the Arkansas Department of Education. All security violations shall be investigated by the state.

## Security Procedures

Secure materials may leave the Superintendent's office no more than five (5) school days before the first testing session. However, it is strongly recommended that secure materials do not leave the Superintendent's office more than three (3) school days before the first testing session unless the size of the district absolutely necessitates more time for distribution. The test booklets for the Augmented Benchmark Examinations are secure materials.

Security ID numbers have been assigned to and printed on all test booklets. Test booklets are shrink-wrapped with security numbers printed on the documents along with the quantity included in the package. **Due to security reasons, the ADE recommends that shrink-wrapped packages of test booklets be opened on the first day of testing only.** In unusual circumstances, shrink-wrapped test booklets may be opened no more than 24 hours in advance of the first day of testing for organizational purposes only. No one may look inside test booklets for any reason. No test booklets shall be distributed to Test Administrators until the first day of testing.

No part of the Augmented Benchmark Examinations may be downloaded into any assistive device.

Maintaining test security is a very serious responsibility and there are security risks involved when appropriate security measures are not followed. A breach of security is one of the reasons for loss of license in the state of Arkansas.

Keep all test materials stored in a securely locked location. School Test Coordinators and Test Administrators should also be instructed to monitor test materials at all times and to store them in a securely locked place when not in use. This includes securing materials at the close of each day of the testing sessions.

## School Security Checklists

Any schools with students participating in the Augmented Benchmark Examinations will receive School Security Checklists for grades 5 and 7. The School Security Checklist incorporates the security numbers of the test booklets. The forms must be used to distribute test booklets to Test Administrators and to account for all test booklets after testing. Careful attention to completing the School Security Checklist will minimize lost test booklets. The completed School Security Checklists are to be returned to the District Test Coordinator along with all testing materials after testing is complete.

## Test Security Affidavits

District Superintendents, District Test Coordinators, Building Principals, School Test Coordinators, and Test Administrators must sign affidavits regarding the security of test materials. In the Non-Secure Test Material Shipment, each district will receive one set of affidavits, which must be copied as needed to provide forms to the schools and for all Test Administrators. The boxes for the test for which the affidavit is being completed and signed must be checked. There are three types of affidavits as follows:

**Affidavit 1**—District Level Test Security Form. There is a district-level affidavit, which needs to be completed and signed by the District Superintendent and the District Test Coordinator. Only one (1) copy of Affidavit 1 needs to be signed for the district.

**Affidavit 2**—School Level Test Security Form. There is a school-level affidavit, which needs to be completed and signed by the School Test Coordinator and Building Principal. The District Test Coordinator should make copies of the school-level affidavits in order to provide one to every school with students being tested. Only one (1) copy of Affidavit 2 needs to be signed for each school.

**Affidavit 3**—Test Administrator Security Form. There is a Test Administrator affidavit, which contains space for the signatures of several Test Administrators. The District Test Coordinator should make copies of the Test Administrator affidavits in order to provide one to every school with students being tested. Each school may make as many copies as will be needed for all Test Administrators to sign. **A separate Affidavit 3 needs to be completed and signed for each grade tested.**

All completed and signed affidavits must be returned with the secure scorable test booklets according to instructions provided in the manuals for District and School Test Coordinators.

## Appendix B

### Accommodations for Testing

Testing accommodations may be made for students for whom standardized conditions are not appropriate but for whom the testing experience would be beneficial. Students may access any state-approved accommodations listed in their Individualized Education Plan (IEP) and used on a regular basis in the classroom. However, IEPs may contain accommodations that are **NOT** allowed on the test, and these accommodations may **NOT** be used on the state-mandated testing. Testing accommodations may be made for students identified as disabled pursuant to P.L. 94-142 or for students considered as disabled under Section 504 of the Rehabilitation Act of 1973. Testing accommodations may be made for students identified as LEP as indicated in their LPAC Plan.

**All accommodations must be administered by an Arkansas teacher or administrator who is currently licensed by the ADE and has been trained in proper test administration procedures.**

**Allowable Special Education Accommodations include, but are not limited to, the following:**

- |           |                    |  |
|-----------|--------------------|--|
| <b>1</b>  | <b>TRAN</b>        | <b>a teacher transfers answers from the student's test booklet to an answer document**</b><br>This means that the student must write all answers in the test booklet. This must be done in an individual setting. The student may <b>not</b> have extra paper. The teacher is to copy the student's answers into an answer document. |
| <b>2</b>  | <b>REC</b>         | <b>a teacher records the student's verbal responses**</b><br>This means that the teacher writes the student's verbal responses into his/her answer document. This must be done in an individual setting.   |
| <b>3</b>  | <b>SIGN</b>        | <b>directions signed for a student with a hearing impairment</b>   |
| <b>4</b>  | <b>PREF</b>        | <b>preferential seating (study carrel)</b>   |
| <b>5</b>  | <b>SMGT</b>        | <b>small group testing</b>   |
| <b>6</b>  | <b>INT</b>         | <b>individual testing</b>  |
| <b>7</b>  | <b>RMT/RWT/RST</b> | <b>reading of the math/writing/science test**</b>  |
| <b>8</b>  | <b>MD</b>          | <b>magnifying devices</b>  |
| <b>9</b>  | <b>NB</b>          | <b>noise buffer</b>  |
| <b>10</b> | <b>IS</b>          | <b>individualized scheduling</b>   |
| <b>11</b> | <b>ET</b>          | <b>extended time</b><br><b>Important:</b> All testing scheduled for a given day must be completed by the conclusion of that school day.  |
| <b>12</b> | <b>LPT</b>         | <b>Large Print test booklet</b>  |
| <b>13</b> | <b>BT</b>          | <b>Braille test booklet</b>  |
| <b>14</b> | <b>AB</b>          | <b>Abacus</b>  |

\*\* The Test Administrator will complete the Affidavit Waiver Form.

In special circumstances, additional requests for assistive devices will be considered for special education students or students with a 504 Plan. The “Special Accommodations Request Form for Special Education Students or Students with a 504 Plan” must be obtained from the ADE. Contact the office of Dr. Gayle Potter at 501-682-4558.

**Allowable Limited English Proficient (LEP) Accommodations include the following:**

- |          |                        |  |
|----------|------------------------|--|
| <b>1</b> | <b>LEP-ET</b>          | <b>extended time</b><br><b>Important:</b> <i>All testing scheduled for a given day must be completed by the conclusion of that school day.</i>   |
| <b>2</b> | <b>LEP-WTWD</b>        | <b>word-to-word dictionary</b><br>Limited English proficient students may use an English/Native Language Word-to-Word dictionary that contains no definitions or pictures, if it is part of a student’s LPAC Plan. |
| <b>3</b> | <b>LEP-IS</b>          | <b>individualized scheduling</b>   |
| <b>4</b> | <b>LEP-PREF</b>        | <b>preferential seating (study carrel)</b>   |
| <b>5</b> | <b>LEP-SMGT</b>        | <b>small group testing</b>   |
| <b>6</b> | <b>LEP-INT</b>         | <b>individual testing</b>  |
| <b>7</b> | <b>LEP-RMT/RWT/RST</b> | <b>reading of the math/writing/science test in English**</b>   |
| <b>8</b> | <b>LEP-NB</b>          | <b>noise buffer</b>  |

\*\* The Test Administrator will complete the Affidavit Waiver Form.

Accommodations that currently are not available are

- audiocassettes
- languages other than English
- limiting multiple-choice answers
- reading any portion of the reading test

## Students to be Tested

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All students who are able to test under standardized conditions, with or without allowable accommodations, are required to take the Augmented Benchmark Examinations in grades 3–8; METROPOLITAN8 for grade K; or SAT 10 for grades 1, 2 and 9.

All students, including the following, should be tested:

- Title I students—all students identified as Free and/or Reduced Lunch
- Transfer students—any student enrolled on or before the first day of testing must be tested
- LEP students—should be tested, with or without accommodations
- Disabled students—should be tested if their IEPs indicate testing is appropriate, with or without allowable accommodations
- ALE students
- Foreign exchange students

Exceptions:

- Home-schooled students
- Home-bound students
- Incarcerated students
- Students in Residential Treatment Centers
- Students in Juvenile Detention Centers

## Appendix C

### Reading and/or Transcription of the Examinations

Special Education students, Limited English Proficient students, and students with a 504 Plan may receive the accommodation of having the mathematics, writing, and/or science portions of the Augmented Benchmark Examinations (grades 3–8), METROPOLITAN8 (grade K), or SAT 10 (grades 1, 2, and 9) read to them if the accommodation is listed in their IEP, LPAC Plan, or 504 Plan and is used on a regular basis in the classroom. **Do not** code the accommodations section for 504 students. However, they may still receive accommodations that are in the student’s 504 Plan and used regularly in the classroom. **Reading of test questions or reading passages for the reading test is not allowed under any circumstances except when all test materials are read to all students.**

Only teachers or administrators **currently licensed** by the ADE are allowed to read or transcribe a test for students who have this accommodation. The Affidavit Waiver Form must be copied and signed by the currently licensed Arkansas staff providing the accommodation and stapled to *Affidavit 3—Test Administrator Security Form*. Keep one copy on file at the district.

**Note:** In certain cases a student’s response to test questions will require transcription (i.e., the responses must be gridded or written in the student’s test booklet or answer document by someone other than the student). In those cases where a student’s responses to test questions require transcription (e.g., Large Print, Braille, other approved accommodations), this transcription needs to be done by a teacher or administrator **currently licensed** by the ADE and **must** occur within the district, prior to the shipment of materials to Pearson. If this transcription does not occur within the district, the student’s responses will be treated as unscorable or “not taken” by the contractor. Ideally, the transcription should be performed by the District Test Coordinator or someone working directly under his or her supervision. If the District Test Coordinator does not perform the transcribing onto the regular test booklet or answer document, it **will not** be performed by Pearson.

# Appendix D

## Sample Student Pre-Identification Label

The following provides a key to the information that is printed on the student label. If the student ID number, name, and date of birth on the Pre-ID label are correct, it can be used even if any of the other information is incorrect. If the student ID number, name, or date of birth is incorrect, do not use the Pre-ID label; instead grid all of the information required on the back of the answer document.

**1—Student Name:** last name, first name, middle initial

**2—State-required ID:** a student's identification number issued by the state or a student's Social Security number

**3—Date of birth**

**4—Gender:** F = Female; M = Male

**5—Ethnic Background:**

- |                          |                   |
|--------------------------|-------------------|
| 1 Asian/Pacific Islander | 4 Native American |
| 2 African-American       | 5 Caucasian       |
| 3 Hispanic               |                   |

**6—ESI Codes:**

- |   |                                      |
|---|--------------------------------------|
| 01 AU autism                                | 07 OHI other health impairment       |
| 02 DB deaf-blindness                        | 08 SED serious emotional disturbance |
| 03 HI hearing impairment                    | 09 SLD specific learning disability  |
| 04 MR mental retardation (both TMR and EMR) | 10 SLI speech or language impairment |
| 05 MD multiple disabilities                 | 11 TBI traumatic brain injury        |
| 06 OI orthopedic impairment                 | 12 VI visual impairment              |

**LEP:**

1—Yes, the student is an LEP student

0—No, the student is not an LEP student

**F/R:**

1—Yes, the student receives free and/or reduced lunch

0—No, the student does not receive free and/or reduced lunch

**Highly Mobile:**

Y—Yes, the student is highly mobile  
(enrolled in school after October 1, 2008)

N—No, the student is not highly mobile  
(did not enroll in school after October 1, 2008)

**7—School Name**

**8—District Name**

**9—District/School LEA Number**

Note: The format of the LEA Number is ordered Region, County, District, School LEA Number. The first number of the LEA Number is your region.

## Appendix E

### Sample Affidavit Waiver Form for Providing an Approved Accommodation

**ACTAAP**

Arkansas Comprehensive Testing, Assessment, and Accountability Program

#### **Augmented Benchmark Examinations, METROPOLITAN8, and SAT 10 Affidavit Waiver Form**

**for  
Providing an Approved Accommodation  
April 2009**

I provided an approved testing accommodation for:

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Answer Document Number\*

by \_\_\_\_\_ sessions \_\_\_\_\_  
reading/transcribing

of the grade (circle one) K 1 2 3 4 5 6 7 8 9

☐ Augmented Benchmark Examinations, test booklet form \_\_\_\_\_ (enter the letter from the upper left corner of the test booklet)

☐ METROPOLITAN8

☐ SAT 10

(Please check the appropriate box and enter the form number if applicable.)

**I agree not to copy, use in my classroom, or discuss any of the test questions I have read.**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Arkansas Certified Personnel Providing Accommodation

\_\_\_\_\_  
District Name and School Name

\* For grades K-2, use the Test Booklet Number.

**Keep one (1) copy for file and staple one (1) copy to  
Affidavit 3—Test Administrator Security Form**

AR00000111











# ACTAAP

**Arkansas Comprehensive Testing, Assessment, and Accountability Program**



AR00000023

1 2 3 4 5 6 7 8 9 10 11 12 A B C D E